

Childminder report

Inspection date: 24 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the childminder and any assistants that she works with. The childminder has a good understanding of how children develop. She has high expectations of children's behaviour and is clear about what she wants them to learn. Children behave well and are well mannered. They benefit from frequent praise and encouragement, which in turn promotes children's confidence and self-belief. Children have formed close relationships with their peers, and they show they feel safe and secure as they make choices with the available resources. For example, children are seen to have lots of fun as they dress up in Halloween costumes and play imaginatively.

The childminder, along with her staff, provide children with a good range of activities and experiences that supports their learning and development. For example, young children practise their hand-eye coordination as they explore with tools as they use paints and dough. Children learn about colours, shapes, and numbers as the childminder model's mathematical language to the children to help them to learn. Children show they are confident and content in the childminder's home. For example, children explore the environment with ease, and they select books to take to adults to read and look at together.

What does the early years setting do well and what does it need to do better?

- The childminder understands the importance of gathering information from parents when children first start with her. She uses this information well and shares this accordingly with any assistants she works with. This helps them to formalise an individual learning platform for the children to plan an ambitious and well-sequenced curriculum. All children, including those in receipt of additional funding and those in need of specific support, make good progress, ready for future learning.
- The childminder is enthusiastic in her approach to supporting the children's development, she engages and supports children's language development well. For instance, she sings to the children, reads them familiar stories and offers an environment which is rich in spoken language. The childminder supports children to be critical thinkers and problem solve. This was evident when children negotiate the garden unevenness and obstacles as they ride on wheeled toys.
- The childminder takes children out and about within the local community, where they visit places of interests such as churches and shops. In addition, the childminder helps children to learn about respecting our community well as she takes the children litter picking to introduce them to the concept of environmental responsibility from an early age.
- The childminder teaches children about the importance of living healthy lifestyles. She talks to children about healthy eating and give parents detailed

guides of what constitutes a healthy lunch box. The childminder promotes good hygiene routines. For example, they sing handwashing songs to the children to help reinforce the importance of washing their hands for long enough. Children show they enjoy playing together and learn from each other, this is evident as they eat together at the table, which in turn supports social skills.

- Parents speak very positively about the care and support that the childminder offers their children. They talk fondly about how their children love to attend and how she supports their children to achieve, meeting their individual needs well. The childminder keeps parents up to date with what their children are learning each day through daily communication. She share next steps with them to help them to support their child's learning at home. The childminder understands the importance of working with other professionals to support children's development.
- The childminder demonstrates she is committed to the continued development of her childminding practice. Generally, she reflects and identifies on what she does well. However, her mentoring is not fully focused to sharpen the quality of education even further. Although she has completed mandatory training, she has not considered focusing on a wider variety of professional development to help enhance her own, and any assistants she works with, teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen mentoring and professional development opportunities to support staff's knowledge and skills and monitor the impact this has on the teaching and learning.

Setting details

Unique reference number	2685289
Local authority	Oxfordshire
Inspection number	10360136
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	9 to 3
Total number of places	9
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Shrivenham, Oxfordshire. She offers care all year from 8.30am until 4pm. The childminder works with three assistants.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder, her assistants, and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those working in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector spoke to available parents at the inspection to take account their views of the setting.
- The inspector discussed the childminder's vision and plans for the future.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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