

Childminder report

Inspection date: 15 November 2023

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 build strong bonds with the fun and enthusiastic childminder. They approach the childminder for help and support when needed. The childminder uses what she knows about the children and provides a broad range of stimulating opportunities for children to play and explore. As a result, children enjoy attending and feel secure in her care. She encourages children to be confident to lead their own play and learning. This supports children to develop their self-esteem.

The childminder is always close by to help children, and she sensitively joins in their play to support their development. The childminder recognises when children are tired and quickly changes the activity to distract them. For example, children enthusiastically sing and perform actions of familiar songs, such as 'Sleeping Bunnies'. This provides fun opportunities for children to engage in music and helps build their skills in communication and language.

The childminder has a gentle approach to supporting children's behaviour. She helps children to learn the consequences of their actions. For example, the childminder explains that if they throw the rice, it may go into their friends' eyes and hurt them. This helps children to understand how to make the right choices. Consequently, children learn how to treat each other and the resources with respect. The childminder is a good role model and has a very positive and encouraging nature.

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

- The childminder is nurturing and caring towards the children. She consistently supports them to understand how their behaviour can affect others. The childminder places the children's emotional well-being at the heart of her practice. This supports children to learn about their emotions and how to express these in a healthy way. Consequently, children are developing their confidence and they demonstrate a positive attitude towards their learning.
- Overall, the curriculum is ambitiously designed to build on what children know and can do. The childminder uses her knowledge of the early years foundation stage well. She weaves all areas of learning into activities and plans experiences that capture the interests of children and also introduces them to new ideas. However, although she uses planned and spontaneous opportunities to progress children towards achieving their next steps, on occasions she does not plan precisely enough to ensure that her teaching fully challenges children in their development.
- Children enjoy listening to their favourite books. They climb on the childminder's lap or snuggle up closely on the sofa to look at the pictures. The childminder encourages children to predict what happens next and to identify what they can

see on the page. She introduces simple words, such as animal names and parts of the body for children to point to. This helps to build on children's developing vocabularies.

- The childminder teaches children to manage their personal needs well. Children have access to individual water bottles, which they can access throughout the day. They learn to find their shoes, feed themselves and the importance of handwashing. Children are becoming increasingly independent.
- Children enjoy a range of outings in their local community. For example, they visit local groups, go on daily walks and discuss the seasons and changes of the weather. This helps them gain a greater awareness of nature, the world around them and the community that they live in. However, the childminder has not considered how to fully support children to hear and use their home languages and learn about what makes them unique. Therefore, children are not learning to value all children's identity even further.
- Partnerships with parents are good. Parents compliment the childminder as 'wonderful and creative', they value the updates on what their child has experienced and achieved. They are 'extremely happy with the childminder's calm, supportive and friendly approach'. Another parent states their child has come on leaps and bounds since starting recently.
- The childminder is committed to her own professional development. She continually reflects on her practice to look for ways she can improve the experiences for the children in her care. The childminder regularly attends a range of online courses, webinars and training and shares practice with other childminders. This helps the childminder adapt her approach to ensure that she is able to meet the learning and development needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe. She is able to recognise the signs that could indicate a child is at risk of harm. She has a good understanding of specific safeguarding issues relevant to her local area. The childminder knows the reporting procedures if she were to have concerns about a child. The childminder completes a range of safeguarding training to keep her knowledge updated and regularly checks the environment to ensure that it is safe and secure for children.

What does the setting need to do to improve?

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

- plan for learning intentions more precisely to further focus on children's next steps in learning and help them to make rapid progress
- strengthen opportunities to be knowledgeable about other languages spoken,

particularly for children who speak English as an additional language to hear and use their home language.

Setting details

Unique reference number	2733962
Local authority	Oxfordshire
Inspection number	10314347
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	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Carterton, Oxfordshire. She operates term-time only, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- 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.
- The inspector and the childminder completed a focus activity and evaluated this together. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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