

Childminder report

Inspection date: 10 June 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

The childminder creates a calm and friendly environment, where children are happy and feel very much at home. Children are settled and enjoy their time with the childminder and her assistant. The reassurance and cuddles they offer promote children's emotional well-being and help them to feel safe and secure. The childminder gets to know children well and provides them with a range of resources that are linked to their interests. Children confidently lead their own learning and make choices about their play. Children behave well and know what the childminder expects of their behaviour. They learn to be respectful of each other and are encouraged to share equipment. Children are supported to manage their emotions and to resolve any frustrations appropriately.

Overall, the childminder's curriculum promotes children's confidence, independence and curiosity in the world around them. For example, children are excited to observe and learn to care for the childminder's pets. Children are supported to practise their developing skills, such as those children who are learning to walk and crawl. Generally, children build further on what they already know and can do. Children enjoy regular outings with the childminder. They enjoy garden play, visits to local play areas, and fun sessions at the local library. Children develop their social skills as they meet with other adults and children.

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

- The childminder is enthusiastic about providing good experiences for the children in her care. She understands the importance of effective settling-in procedures. This gives her opportunities to find out about the children's home lives and gather relevant information. For instance, she talks to parents about their families, children's likes, routines, and what they can do, when they start in her care. This helps to support children's smooth transition into the setting and enhances their sense of belonging.
- The childminder plans adult-led activities that focus on what children are interested in or need support with. For instance, she encourages children's curiosity as they explore a tray of dried cereal to support their sensory experiences and fine motor skills. The childminder and her assistant help children to roll diggers through the different textures to develop their hand muscles. Although the childminder and her assistant provide a range of fun activities, they do not consistently focus on fully extending children's individual skills to help them to make more-rapid progress.
- Young children's early communication and language skills are supported. Children begin to hear key words repeated so that they can become familiar with them. Children can access a wide range of books and they develop an enjoyment of listening to stories.

- The childminder generally demonstrates effective teaching. However, at times, she and her assistant do not consider the intent of the activity or provide more high-quality interactions with children. For example, sometimes, interactions do not fully challenge children's learning to help to build further on their skills and knowledge.
- The childminder provides healthy snacks and meals to children throughout the day. Children learn about healthy lifestyles and have regular opportunities to enjoy physical activity and fresh air. Children are excited to play in the garden and repeatedly negotiate the slide, soft-play shapes, and small climbing equipment. The childminder understands the importance of following the children's routines. Children sleep safely and are regularly monitored.
- The childminder helps children to understand diversity. They celebrate a range of festivals and learn from many different experiences to help them to broaden their horizons beyond the home. This helps children to learn about people and communities that may be different to their own.
- The childminder successfully communicates with parents and carers about all aspects of children's care and development. She shares with parents what children have enjoyed and this gives parents ideas for how they can continue this at home. Parents comment that they are happy with the organisation and the progress children make.
- The childminder demonstrates a genuine enjoyment of her work. She reflects on her practice and understands the importance of developing ways to build on it. She completes training to maintain her skills and knowledge to work effectively with children. She sources her own research and training that is based on the needs of the children she cares for. This information is carefully distributed to her assistant to support staff's understanding of mandatory training and the early years foundation stage.

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:

- plan the curriculum even more effectively to focus precisely on children's personalised challenges and provide more-targeted support
- develop teaching to higher levels and increase knowledge of the curriculum intent to help raise the quality of interactions that children receive.

Setting details

Unique reference number	2746582
Local authority	Oxfordshire
Inspection number	10343535
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wallingford, Oxfordshire. She operates her childminding service all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- 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 that into account in their evaluation of the setting.
- This inspection was carried out as part of a risk assessment process.
- 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 assistant, 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 parents' views of the setting 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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