

Childminder report

Inspection date:

20 August 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from the kind and gentle childminder. The childminder provides effective care for the children. Children are content and relaxed in the childminder's home. Overall, children show that they are settled here. They are familiar with routines of the day. For example, they know where to sit each morning as they discuss the days of the week. They are confident to help themselves to toys and resources. Children behave typically for their age. The childminder works closely with her assistants to make sure children receive clear and consistent guidance, as they learn to share and consider the needs of others.

The childminder understands how to keep children safe but is less confident about her role in supporting children's learning. She identifies some very broad aims for her curriculum but does not fully plan how she will help children to develop the skills and knowledge they most need to learn next. Teaching is not precise or targeted enough to be fully effective in meeting children's learning needs. Children's initial interest in some resources is not sustained. That said, children do have some opportunities to try out their own ideas and practise new skills as they play. Children develop their hand-eye coordination as they build with colour blocks and discover dinosaurs frozen in the ice. They enjoy looking at books and exploring resources outside, such as sit on rides and feeding the balls into the trajectory tubes. The childminder understands how to support children who speak English as an additional language.

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

- The childminder does not have a secure enough understanding of how to plan and implement a curriculum or how to do so effectively. She creates a home-from-home, welcoming environment and wants children to be happy, and grow in self-confidence. Beyond this, she does not plan well enough how she will support and extend children's learning. The childminder's aims for children are too broad to enable her to focus her teaching effectively.
- The childminder communicates effectively with children. She holds conversations and joins in with their play. However, at times, such as during self-chosen play, the childminder focuses on supporting one or two children at a time. Although other children are happy and safe, she does not ensure that all children, particularly those who are younger, are involved and engaged in meaningful learning.
- The childminder values the importance of continuous professional development. She ensures she attends regular training and webinars, as well as completing a range of online training with her assistants. However, she does not focus her professional development sufficiently enough to identify and address all key areas of weakness in her own and any assistants' practice.

- Parents share positive feedback about the childminder. They welcome the daily pictures they receive about the activities their children have participated in and daily handover discussions. However, the childminder has not fully considered how to keep parents informed of how they can continue children's learning at home.
- Children show age-appropriate levels of independence in managing their own personal needs. This promotes both their independence and their good health effectively. For example, children learn to wash their hands and the childminder works with parents to support toilet training.
- The childminder guides her assistants effectively to ensure that children benefit from positive role models. The childminder and her assistants speak to children with courtesy and respect. They calmly and consistently implement boundaries. This helps children to understand what is expected of them. For example, when children struggle to share, they are reminded of the rules and it is explained how the snatching of resources makes their friends feel. As such, children quickly develop a growing sense of right and wrong, as well as learn to play cooperatively with each other.
- The childminder is attentive to children's care needs. She notices when children are tired and need a sleep. She ensures children have healthy lunches and drink water regularly. This helps to promote children's good health and well-being.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
identify clearly what children need to learn next, using this information to plan and deliver an effective curriculum, that builds consistently and securely on what children already know and can do	30/10/2024
improve the support for all children to engage effectively in the experiences available, especially during times when they have free choice of activities.	30/10/2024

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

- build on professional development opportunities to support knowledge and understanding of the quality of teaching and to identify key areas to improve
- extend the support offered to parents to develop an effective two-way exchange of information about children's progress, to build on their children's learning at home.

Setting details

Unique reference number	2756946
Local authority	Oxfordshire
Inspection number	10349558
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023 and was previously registered with a childminding agency. She lives in Upper Heyford, in Oxfordshire. The childminder works with an assistant on a regular basis and, on occasion, her husband also works as an assistant. The childminder offers full-time care on weekdays throughout the year, operating from 7.30am to 6pm. She receives funding for the provision of free early education for children aged two and three years old.

Information about this inspection

Inspector

Amanda Perkin

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.
- The inspector completed a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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