

Childminder report

Inspection date: 7 August 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 provides a welcoming, caring and calm environment. She offers lots of praise and encouragement and supports children to have a go at doing tasks for themselves. As a result, children's self-esteem and behaviour are supported well. Children enjoy their time at the childminder's home and are relaxed in her care. They have developed trusting relationships with the childminder, where even the youngest are confident to explore their surroundings.

The childminder promotes children's curiosity and plans activities that she knows they will be interested in. As a result, children are eager to learn. This is evident as children choose to paint. The childminder supports children's communication skills well as she role models language and joins in the activity. She encourages children to consider feelings and emotions through many activities. For instance, she demonstrates what the children need to consider when creating a 'colour monster' picture. Some children show sustained concentration and enjoyment and others show their interest as they repeatedly return to the activity. Children learn to share, take turns and use good manners during activities and routines. They are kind and show empathy and companionship as they are proud to show their friends their artwork. One child replies, 'Well done, that is amazing.'

Children enjoy regular exercise and fresh air. For example, they have access to the childminder's garden and she takes them on regular outings to a variety of interesting places. This helps to support children's social confidence and physical skills, such as climbing, running, kicking and catching balls.

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

- Overall, the childminder plans a curriculum that is well thought out. She shows a genuine commitment to her work. She is reflective about her practice and knows the children well. This helps her to focus on what children know and can do and the impact of the activities. As a result, children make good progress in their learning and development.
- On the whole, teaching is of a good standard. This is evident when children recall facts they have previously learned. However, at times, the childminder focuses much of her attention on children who are more confident and communicate well. This means that although younger and quieter children are happy to copy the older children, they are sometimes overlooked and receive less activity focus.
- The childminder provides a range of fun activities to broaden children's knowledge and experiences. She makes accurate assessments of the children's learning and focuses her support on what children need to learn next. However, at times, she does not consistently focus on fully extending and challenging

children's individual skills enough, to help raise the standard of learning to an even high level.

- The childminder focuses well on supporting children's communication and language skills. For example, she actively engages in children's play, where she narrates what they are doing, modelling and introducing new vocabulary. Two- and three-year old children demonstrate very good understanding and language skills as they confidently communicate using long and complex sentences.
- Children's health is promoted effectively. They have many opportunities to develop their physical skills and an understanding of good oral hygiene. They enjoy playing in parks, soft-play centres and on walks.
- Children receive regular praise and reassurance. The childminder's positive nature and gentle manner encourage children to be respectful and to play cooperatively together. She has high expectations for children's behaviour and in supporting children to develop their independence. Older children learn to look after themselves by demonstrating self-care skills, including taking themselves to the toilet and washing their hands.
- Partnerships with parents are effective. Parents are positive about the childminder's setting and express high levels of satisfaction with her care. The childminder provides parents with regular information about their children's experiences and how they can support children's learning at home. In addition, she provides book bags with activities for the children to take home to access with their parents and siblings.
- The childminder develops her knowledge and skills by accessing a range of training opportunities, including a variety of online courses. She keeps up to date with changes in legislation and ensures that her mandatory training, such as paediatric first aid, is also maintained. The childminder has recently completed training with a focus on early help skills and the threshold of needs. This has had a positive impact on the way she understands the help available to young children and their families in the community.

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:

- consider more closely how to ensure all children, in particular quieter children, are fully involved and receive more personalised learning activities
- plan the curriculum even more effectively to focus precisely on the challenges set for all children, to help raise the standard of learning to an even high level.

Setting details

Unique reference number	2756978
Local authority	Oxfordshire
Inspection number	10349602
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. She lives in Carterton, Oxfordshire. She operates Monday to Thursday, all year round, between 7.30am and 5.30pm. The childminder receives funding for the provision of free early education for children aged two years.

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.
- 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 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 documents, including the arrangements for 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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