

Childminder report

Inspection date: 28 November 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 warm and welcoming home. She supports children's emotional development well through good settling-in procedures that help her to meet the children's individual needs. Children are happy and demonstrate they are confident in the childminder's home. For example, they explore the environment with ease and clearly enjoy their time with the childminder. Children receive a good amount of comfort and reassurance, as needed, and their emotional well-being is effortlessly supported through praise and cuddles, which enables them to feel safe and secure.

Children enjoy a broad range of fun and engaging experiences that ignites their curiosity and promotes good progress. For example, as children listen to a familiar story, such as 'The Gruffalo', they have fun creating 'crumble' using dough and bird seed. The childminder makes good use of the community around them and they enjoy visiting places of interests, such as the woodlands, museums and local activity areas. This helps to enhance children's large physical skills and inspires them to learn about the world. The childminder supports children's communication skills well as she role-models language and joins in with children's play.

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

- The childminder has a good understanding of the curriculum. She knows the children in her care well and adapts the key-person approach suitably. The childminder monitors children's learning well, and she knows what they need to learn next. The childminder plans a good range of interesting activities to help the children succeed.
- The childminder successfully plans adult-led activities that maximise children's development in the seven areas of learning. For instance, as children explore with dough, she successfully encourages children to stretch and feel the dough to support their small physical skills. Additionally, she supports children's imagination and mathematical concepts as she talks and questions them about the colours, shape and number of things they are making.
- Overall, children behave well and demonstrate that they know the routines. Children show helpfulness as they help each other to tidy away. Children are starting to develop some good friendships and are seen to have fun together, laughing and dancing to music. The childminder reminds children of the rules. However, at times, not all children receive consistent messages to help them manage their behaviour, particularly about how their actions might affect others.
- The childminder promotes children's communication and language skills well. She skilfully introduces new words and phrases to the children through storytelling and singing. Children benefit from the consistent dialog the childminder has with them, which helps them to hear language throughout the

day. The childminder asks children questions to encourage them to think and express their thoughts, ideas and feelings effectively.

- The childminder provides healthy snacks and meals to children throughout the day and reminds them of the importance of keeping hydrated. Children's independence skills are well supported as the childminder encourages them to do small tasks for themselves, such as taking off their coats and having a go at cutting their own fruit. Children have a good awareness of healthy lifestyle practices. For example, they benefit from good hygiene routines, such as handwashing and cleaning their teeth. Children sleep safely and are monitored regularly.
- The childminder is committed to improving her knowledge and skills to enhance her professional development. She arranges for assistants to attend required training, but less focus is given on mentoring performance and record keeping to enhance the quality of the provision even further.
- Parents' feedback is very positive. Parents comment that they are happy with the service the childminder provides. They value the regular updates, and they praise the progress their children make. Parents are pleased with the communication they receive, and they remark that this helps them to know how to support their learning at home.

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:

- provide more consistent support for children, to help build on their understanding of how to manage their feelings and behaviour
- review the monitoring of the provision, particularly to strengthen the mentoring of assistants and record keeping to further support the good-quality provision.

Setting details

Unique reference number	2757205
Local authority	Oxfordshire
Inspection number	10349740
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 4
Total number of places	6
Number of children on roll	10
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 from 2019 to 2023. She lives in Didcot, Oxfordshire. She offers her service for most of the year, Monday to Friday, mainly during school hours. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents' views were taken into consideration through the available letters left for inspection.

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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