

Childminder report

Inspection date: 31 July 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 knows that to be ready to learn, children need first to feel emotionally secure. When children first start, the childminder focuses on building strong attachments with them. Children come to see her as someone they can trust. They grow in confidence to leave her side and explore independently, safe in the knowledge the childminder is always close by if they need her.

The childminder wants children to achieve well. She and her assistant form an effective team. They work together well to help children learn as they play. The childminder prioritises children's emotional, social and language development. She teaches children the skills and language they need to be able to express their feelings. She helps them learn to consider the needs of others. The childminder shows children how to take turns and share, so they learn to play together cooperatively. The childminder identifies specific words and sounds she wants to teach to young children and introduces them as they play. She, and her assistant, narrate children's play. This helps children make connections between the language they are hearing and what they see and do.

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

- The childminder makes accurate assessments about each child's progress. She then identifies precisely what she needs to teach them next. This enables her to adapt her interactions effectively to each child's specific needs. For example, she focuses on teaching some children the names of different animals and the sounds they make. With other children she focuses on supporting them to speak in longer sentences.
- The childminder recognises the benefits to children of following their own interests and exploring independently. However, she does not always recognise when children's learning would be best supported by being helped to remain at an activity. For example, although the childminder, and her assistant, plan activities to teach children about the features of different animals, they do not fully encourage children to take part. This means that children are not benefitting from experiences that would build further on what they already know.
- Due to the high quality of the teaching, children remember well what they have been taught. They use these skills in their independent play, which further embeds learning. For example, children can use resources purposefully in the outdoor kitchen because the childminder has shown them how to do so. Children enjoy looking at books independently because they have learned how to turn the pages.
- Children develop positive attitudes to learning. The childminder helps them solve problems and makes learning fun. For example, children want to pretend to

mow the lawn. Under the guidance of the childminder and the assistant they are able to solve the problem of not having a toy lawn mower to do so. They are pleased with the solution of using toy buggies as substitutes.

- The childminder, and her assistant, meet children's care needs with kindness and dignity. This helps children feel safe. Younger children enjoy listening to the songs the assistant sings to them as she changes their nappies. They exchange smiles and laugh together. Older children receive lots of encouragement and praise as they become more independent in meeting their own personal care needs.
- The childminder builds strong partnerships with parents. She uses these effectively to support children's learning, both at home and when they are in her care. For example, she offers parents advice about embedding good routines around children's sleep and oral hygiene. She plans role-play experiences for children to act out these routines when they are with her.
- The childminder is committed to doing a good job. She has sought out professional development opportunities for herself, and shared what she has learned with her assistant. This has enhanced both of their understanding of how children learn. She has used what she has learned to develop the quality of her teaching. For example, she has developed a much better understanding of how to support children's language development.

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:

- develop a more secure understanding of when children would benefit from encouragement to stay at activities, to enhance their learning and concentration further.

Setting details

Unique reference number	2758106
Local authority	Oxfordshire
Inspection number	10349499
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	12
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 Upper Heyford, near Bicester, Oxfordshire. The childminder works with one assistant. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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