

Childminder report

Inspection date:

26 September 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

Overall, the childminder and her assistants provide a warm, safe and friendly environment for the children. Children are happy and they enjoy the accessible resources. For example, they have fun playing with construction materials and use small toys to role play real-life experiences, such as caring for babies and cooking. Some activities are adult-led, such as painting, which allows children to mark make with different tools.

The childminder and her assistants supervise the children well in the areas where they are playing or exploring. However, the quality of teaching and children's overall experiences are variable. This is because there are some challenging behaviours shown by their peers. For example, some children display unwanted behaviour that is disruptive and, at times, unfriendly. Although the childminder and her assistants remind children to be aware of their peers, they do not build on children's behaviour expectations. This means these behaviours are repeated, and some children appear upset.

Overall, the childminder and her assistants communicate suitably with the children. They read stories and sing songs to the children, which helps them to hear vocabulary. Children enjoy being physically active as they dance and copy the songs' associated actions. Children are independent in their play. They are seen to like playing with the construction materials and drawing pictures.

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

- The childminder knows the children in her care well. When children start with her, she obtains important information about them to form her initial assessments. Children make many choices about their play and the childminder and her assistants follow their interests. However, at times, some children's behaviour is disruptive and does not enable the childminder to make the most of her curriculum to plan and sequence learning to ensure it is ambitious for all children.
- Children spend most mornings on outings in the local community or at toddler groups. This provides opportunities for them to experience the world around them and socialise with other children and adults. The childminder plans garden activities to enhance children's physical skills. For example, older children practise their large muscle skills as they jump on the trampoline and learn to take safe risks climbing the steps on the slide.
- Overall, the childminder teaches children about healthy lifestyles well. However, she does not always follow suitable procedures to minimise children's risk of infection. For example, during nappy changes, she does not clean the mat or her own hands before changing the next child. Nevertheless, she encourages

children to 'catch their coughs' and talks about the importance of good oral hygiene. In addition, children understand that their hands need to be washed before eating.

- The childminder clearly has good relationships with parents. For example, feedback is positive, and parents comment on how the childminder and her assistants support their children and provide them with a range of exciting activities. The childminder shares photos of what the children are doing during the day with them, and she uses an online platform to show parents how their children are developing.
- The childminder has some methods in place to monitor and evaluate her provision. For example, she regularly talks to her assistants about the children in their care and seeks the views of parents. However, methods used are not fully effective in ensuring that all adults understand the policies and procedures, such as the implementation of the curriculum and the arrangements for promoting children's well-being.
- The childminder understands her responsibilities to keep children safe. She completes mandatory training to keep her safeguarding knowledge up to date, including paediatric first aid. She is vigilant in the home and ensures her setting is a safe environment for children. The childminder is able to recognise the signs that a child may be at risk of harm or neglect. She knows how to share these concerns to help protect children's welfare.

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 and Childcare Register the provider must:

	Due date
improve strategies in supporting children's behaviour, to help them understand the consequences of their actions on others and how to manage their feelings	25/10/2024

ensure effective practice, supervision and coaching is embedded to assist all adults working with the children to fulfil their roles and responsibilities, particularly in regard to improving the quality of teaching and understanding of all policies and procedures, to increase the quality of practice.	25/10/2024
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To further improve the quality of the early years provision, the provider should:

- improve procedures used for changing children's nappies to ensure that effective health and hygiene routines are followed.

Setting details

Unique reference number	2758757
Local authority	Oxfordshire
Inspection number	10349670
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	0 to 2
Total number of places	5
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 Witney, Oxfordshire. She works with two assistants and they operate all year round from 7.45am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity and discussed the quality of teaching and learning afterwards.
- Parental feedback was shared with the inspector.
- The inspector spoke to the assistants during the inspection and observed their practice.
- The inspector spoke to the children about the activities they took part in.
- 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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