

Childminder report

Inspection date: 14 October 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 the children well and develops secure relationships with them. Children become happy and curious learners in this calm and nurturing environment. The childminder is responsive to the children's needs and gives children full attention when they speak or want to show her something. Furthermore, she gives clear explanations to young children's inquisitive thoughts. This provides children with many opportunities to revisit newly learned vocabulary and knowledge. For example, children observe the weather and wonder why the leaves are turning yellow. The childminder offers simple explanations about the weather changes during autumn. The childminder asks children questions to promote their conversational skills. She repeats words back to children to support their understanding and pronunciation effectively.

Overall, children enjoy a broad curriculum. They are curious and show positive attitudes to learning. They explore the environment with confidence and engage well as they play independently or take part in activities prepared by the childminder. For instance, children are supported to build on mathematical skills and their ability to concentrate as they recognise, match and stick shapes onto a picture. Children know the routines well. They listen to instructions and follow them capably. They are helpful and tidy up proficiently. Children make good progress and acquire the skills and knowledge they need for the next stage in their learning.

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

- The childminder plans a curriculum that, overall, builds on what children know and need to learn next. The childminder continues to monitor children's achievements. This ensures that children continue to meet their developmental milestones. However, the childminder does not precisely focus children's learning on the specific skills and knowledge that she wants them to learn next.
- The childminder ensures that children are happy, settled and feel secure. She is always nearby to provide cuddles and reassurance. Children behave well and treat each other kindly. They understand what is expected of them and respond positively to gentle reminders when needed. The childminder has clear expectations for children's behaviour and positively explains the consequences of children's actions to support their understanding. She creates high levels of positivity in the setting and frequently praises children. Children enjoy the praise they receive and this helps to build their confidence further.
- Overall, the childminder successfully supports children to follow their interests and provides a range of different activities for them to choose from. However, on occasion during some group-time activities, the childminder does not consider the most appropriate strategies to support younger and older children's learning.
- The childminder promotes children's language and communication skills well.

She skilfully introduces the meaning of new words by helping children to think back to past experiences. This helps children deepen their understanding of words. Younger children babble in response to the childminder's warm interactions. The childminder asks older children questions to encourage them to think and fully express their thoughts, ideas and feelings. A wide range of books are available and children show a love of books and stories.

- The childminder provides a range of learning opportunities to support children's understanding about the community and the wider world. They learn about different seasons, the weather, cultures and the animals that they meet. Children benefit from plenty of fresh air, exercise and regular visits in the local area and to a wildlife park.
- The childminder keeps up to date with any changes in early years. She evaluates her provision well and identifies areas of her practice or resources that she aims to enhance. She completes regular training and strives to provide good-quality care and education for the children in her care. She has recently completed training on 'early help skills' to further enhance her knowledge around supporting families where required.
- Parents are happy with the service the childminder provides. They value the regular updates and praise the progress their children make, particularly in their self-care and language skills. Parents are pleased with the communication they receive and this helps them know how their children are getting on and how to support 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:

- strengthen the planning for children's next steps in development to focus more precisely on the skills and knowledge that they need to learn next
- review group-time activities to ensure that they challenge the most able children and are purposeful for younger children.

Setting details

Unique reference number	2758797
Local authority	Oxfordshire
Inspection number	10349598
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023. She lives in Bampton, Oxfordshire and operates Monday to Thursday, from 9am to 5pm, throughout the year.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder showed the inspector 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 and evidence of the childminder's 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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