

Childminder report

Inspection date: 30 September 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 caring and nurturing childminder creates a warm and welcoming environment where children feel happy and safe. Children separate from parents with ease and are keen to explore the playroom, demonstrating that they feel very much at home. The childminder gets to know the children and their families well from the start, which helps support the settling-in process. She considers the interests of the children and their stages of development when planning, as well as seasonal changes and cultural celebrations. For instance, she uses fallen leaves and conkers that the children have noticed. They then create pictures with these and count and spot shapes as they do so. Children's mathematical and creative development are promoted well at the setting.

Children take part in a variety of experiences in the setting, and beyond, as part of the childminder's well-sequenced curriculum. Each day, the childminder takes the children on enriching outings within the local community. For instance, visits to the local park support children's physical development. Trips to the local market help children to gain a greater understanding of the world around them and develop their social skills. Children's curiosity and confidence in the world around them is promoted well.

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

- The childminder knows what she wants the children to learn and how to support them with this. She has a clear understanding of children's development and has realistic but challenging expectations for all the children in her care. For example, she asks children with a good knowledge of number to count objects as they build with them, challenging them to think hard about what the next number would be. She then tailors this to ask other children which is the biggest or smallest object, helping them by demonstrating with her hands how big compares to small. Children's mathematical development is supported well.
- The childminder is sensitive and caring while being consistent in her high expectations of behaviour from the children. Children learn from her positive example and treat each other with care and sensitivity. For example, when children are playing with baby dolls, they tend for them carefully and help one another with the challenging task of changing their nappies. The childminder has taught the older children lessons to apply in the outside world, such as crossing the roads safely. They then role model this to younger children on the school run. Children behave well at the setting.
- There is a commitment to developing children's communication and language development at the setting. The childminder supports children to gain correct pronunciation of sounds in words by getting them to copy her mouth movements when appropriate. She shares stories, rhymes and songs with the

children daily and models ambitious vocabulary choices to extend the children's language acquisition. When asking children to open vegetable pods, she uses the phrase, 'Prize it open with your fingers,' rather than just squeeze or pop it open.

- Children learn the importance of a healthy lifestyle. The childminder provides healthy snacks and meals and discusses the nutritional benefits of different foods while children are eating. She encourages regular water breaks and ensures that children access the outdoors and plenty of fresh air daily.
- The childminder has formed positive relationships with parents, and they speak very highly of her and the care that she provides. However, at times, parents are not always informed about their child's next stages of development. This means that there is not always a consistent approach between home and the setting to support children's progress effectively.
- The childminder is reflective and knows her own strengths and areas that she would like to develop further. She works closely with other childminders in the community who support and guide one another in their practice. The childminder attends a range of relevant training that supports her own continued professional development.
- The childminder establishes positive working relationships with local schools and other settings when required. She is keen to work collaboratively with other professionals to best support children's development. For example, she works alongside parents and healthcare professionals to support children should the need occur.

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 communication with parents further to best support a consistent approach in supporting children with their learning.

Setting details

Unique reference number	2762772
Local authority	Oxfordshire
Inspection number	10349570
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	2 to 9
Total number of places	4
Number of children on roll	9
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. She lives in Wantage, Oxfordshire. She operates all day, Monday to Thursday, for early years children, and provides before- and after-school care on Monday to Thursday. The childminder works all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The inspector observed a planned, adult-led activity and provided feedback to the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The parents shared their views on the setting with the inspector through written feedback.

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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