

Childminder report

Inspection date: 9 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children know the childminder well. They have close bonds with her, seeking her out for hugs and cuddles. They confidently play alongside their friends and ask the childminder for help when they need reassurance for new tasks and skills.

Children thoroughly enjoy exploring the natural world. The childminder is strongly aware of their preference for outside play and incorporates this well into her planning of each day. They squeal with delight when they find living things, such as bugs. Children follow the bugs' trails, watching how they move and where they hide. They show great pride in sharing their latest project about tadpoles, watching the tadpoles swim in containers by using magnifying glasses. They are eager to learn and show a great interest in new experiences.

Children are very aware of their environment. They choose where to play, letting the childminder know that they want to play indoors. They happily explore the resources available to them, making decisions about what to play with and how to play with it.

Children learn to explore large movements, using their bodies to propel themselves or use equipment. For example, they learn to climb the steps of the slide, balancing at the top before sitting down and sliding down. They crawl along on their bellies, following the insects on the floor. The childminder uses her knowledge of their established skills to test their balance of standing on one leg to place the other leg over the side of a ride-on toy.

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

- The childminder focuses children's attention on their self-help skills. She encourages them to find their drinks when they are thirsty. They find their shoes when they are getting ready to go out. Older children attempt to put them on themselves. Younger children are encouraged to fasten their shoes independently. The childminder talks them through what to do to encourage them to try for themselves.
- The childminder has a clear understanding of how children prefer to learn. Some children prefer to experiment and discover for themselves, whereas others copy their learning from their peers. The childminder is a good role model for children to learn from. She encourages children to explore repetitive sounds, using resources to support their curiosity. For example, children drop dried pasta into the metal vessels and listen to the childminder making the sounds herself. Children listen and copy her sounds. Younger children explore posting pasta shapes through the tube to work out where the pasta goes when it comes out the other side.

- Parents make positive comments about the childminder's care of their children. They appreciate the encouragement to work together towards their children's next steps in their learning. Parents feel reassured that their children are happy and developing well. They are confident in the childminder's knowledge of how children develop and how she supports children in readiness for school.
- The childminder works effectively with other settings that children attend. She regularly shares children's new achievements. They work cohesively, striving to support children towards a continuous approach in their learning.
- The childminder knows the children well. She confidently describes how each child learns best. She provides a rich variety of experiences that promotes all the areas of learning. However, she does not always use this knowledge of how children prefer to play to fully extend and challenge their next steps in their learning.
- The childminder has completed additional training to help support and evaluate children's language and communication skills. She regularly talks with children, encouraging them to listen and understand. She extends the use of her vocabulary to model language for children. However, she does not always fully encourage children to use these new words themselves. She uses questions to support children's understanding. However, sometimes, this results in children only replying in single word answers or gestures.
- Children behave well towards the childminder and their peers. The childminder reminds them to use good manners. Children reply immediately with words and signs of 'please' and 'thank you'. They share resources and negotiate in their play. For example, they look for the different coloured magnifying glasses, taking it in turns to put them in the box.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the procedures to follow if she has a concern about a child in her care. She regularly updates her knowledge and gains relevant information from other professionals. She knows the signs and symptoms of child abuse. Children play in a safe and secure environment. She helps children to learn about keeping themselves safe. She talks to them about what is safe and gives them confidence to test their physical capabilities. For example, she encourages children to try different ways of using the slide, adjusting their footing when standing at the top before they sit down to slide down.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use observations of how individual children learn best more effectively, to provide experiences that fully support children's ongoing development

- extend the use of questioning and statements to fully support children's responses, understanding and communication skills.

Setting details

Unique reference number	EY261931
Local authority	Oxfordshire
Inspection number	10264073
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Littlemore, Oxford. She holds a relevant qualification at level 3. She operates Monday to Friday, from 8am until 5pm, all year round.

Information about this inspection

Inspector

Claire Parnell

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 provider and has taken that into account in her evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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