

Childminder report

Inspection date: 3 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Plenty of cuddles and nurturing allow children to thrive and form secure relationships with the childminder. The childminder gives consistent messages about the high expectations she has for children's behaviour. For example, children know they need to tidy away activities before they can move on to the next one. They behave very well at the childminder's home.

Young children delight in joining in with the childminder during their chosen play. For example, she quacks like a duck, roars like a dinosaur and makes pretend ice creams in the sand, during children's imaginative play. This helps children to develop a sense of belonging and gain confidence. Toddlers enjoy hearing age-appropriate songs and rhymes, and are learning to join in with repetitive phrases and actions. The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. All children, including those with special educational needs and/or disabilities make good progress from their starting points.

Children are confident in exploring the childminder's home, inside and in the garden. It is full of opportunities for children to learn. The childminder plans activities that follow the children's interests. This demonstrates that she values their opinion. For example, children are excited to discover different-sized ducks and numbers in the water. The childminder expands on this, as one child wishes to bathe a pretend baby in the water. The childminder follows this interest and skilfully links learning to a new addition to the child's family. This supports their growing vocabulary, as they talk about the new baby and children's experiences of bath time at home.

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

- The childminder enhances her knowledge. In addition to mandatory training, she has kept herself up to date with recent changes to the early years foundation stage, and has undertaken some further professional development. For example, children are learning about the language of feelings, using resources and books. The childminder supports children to understand why they may be feeling a certain way. This helps them to feel confident and supports their emotional well-being.
- Partnerships with parents are strong. The childminder keeps parents informed about their children's learning and progress. She works closely with them to identify their children's starting points and to share regular information about their children's learning.
- The childminder provides a broad curriculum, and children can access a wide range of resources. She makes regular observations and assessments of children's learning to ensure that they make good progress. The childminder has

started to develop her curriculum and to think about what she wants children to know and learn. However, she does not always ensure that her planning for children's next steps in learning is sharply focused to help them achieve at the highest level.

- The childminder teaches children the importance of healthy lifestyles. For example, young children learn about good hygiene routines, such as washing their hands before eating. Children play outside where they can run around in the fresh air and improve their physical health. They are being introduced to the importance of brushing their teeth through games and conversations.
- Regular local visits into the community support children's understanding of the area in which they live. The childminder plans activities outside the home, to give children new social experiences. For instance, children go on trips and visit a host of local attractions such as farms and wildlife parks. They meet new children and people and develop confidence in new social situations.
- The childminder provides a narrative for children as they play. This exposes them to a wide range of language. However, on occasion, the childminder asks too many questions or does not give children time to respond. This does not always support children to practise new words that they have heard.
- Children are learning to become independent and behave well. The childminder encourages children to do things for themselves, such as, toddlers using spoons competently at lunchtime and 'having a go,' at putting their shoes and socks on themselves. This supports their developing independence skills, which in turns supports them in their readiness for school.
- The childminder provides a variety of play experiences for children which support their unique interests and abilities and motivate them to learn. She promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- develop further the intentions of the children's learning experiences, to help incorporate their next steps for learning more consistently into their play
- give children an appropriate amount of time to consider their responses to questions.

Setting details

Unique reference number	EY279377
Local authority	Oxfordshire
Inspection number	10289251
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	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2004. She lives in Witney, Oxfordshire. The childminder provides care Monday to Friday, from 7.30am to 6pm, all year round. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Amanda Perkin

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.

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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