

Childminder report

Inspection date:

27 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children are comfortable and feel secure in the care of this nurturing and welcoming childminder. They benefit from her dedication to meeting their individual needs. Children laugh and smile as the childminder enthusiastically engages them in interesting conversations. They are confident to talk about what they have learned. For example, they delight in describing that they have made a 'cocoon' with dough. They explain their understanding of what this is and recall what happened in the story of 'The Hungry Caterpillar'. Young children talk to each other as they play. They listen and begin to ask and answer each other's questions. Children develop their social interactions and form friendships. Children who are learning to speak, attempt to say familiar words as they point to pictures. The childminder supports their speech by repeating words and introducing new vocabulary. All children, including those with special educational needs and/or disabilities (SEND) make good progress in their communication and language skills.

Children behave well. They understand the childminder's expectations and learn what is right and wrong. Young children begin to share toys and resources as they play alongside one another. If they struggle with this, the childminder swiftly supports them in a gentle and positive manner. Children demonstrate high levels of self-esteem and emotional well-being.

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

- The childminder knows each child well. She finds out about their needs and interests. The childminder plans a well-thought-out curriculum that focuses on what children need to learn next. She regularly observes and assesses their progress. The childminder ensures the activities and experiences she provides allow children to develop the key knowledge and skills they need to prepare them for their next stage in learning.
- The childminder provides children with opportunities to develop their physical skills. For instance, young children balance on steppingstones and climb the steps to a slide. They develop their core strength, coordination and agility as they persevere to master these tricky challenges.
- Children choose what they want to play with and move freely between activities. They are curious and interested in exploring. The childminder engages with children as they play and follows their lead. However, at times, the childminder does not identify when children would benefit from more encouragement to maintain their concentration on their chosen activity to extend their learning even further.
- Children learn to use the language of emotions. They look at the characters in familiar books and talk about how they might feel. Children notice that 'The caterpillar is smiling because he is happy!' The childminder supports children to

talk about emotions and recognise how others feel.

- The childminder provides children with experiences they may not have encountered before. She encourages them to try new things. For instance, she sensitively supports children who have not experienced messy play, to squeeze and poke the soap dough. She praises and encourages their efforts, which helps increase their confidence and resilience.
- The childminder encourages children to think about how they can help each other. She sets children small tasks, such as getting a bib for another child or helping to set up the resources for an activity. Children follow instructions, take pride in their achievements and are considerate and kind to one another.
- The childminder encourages children to manage their own personal hygiene. Older children wipe their noses and put their tissue in the bin. Children wash their hands before eating and after playing outside. They increase their ability to carry out these routines by themselves and learn why good hygiene is important.
- The childminder works in close partnership with parents and external agencies to meet children's needs. Children, particularly those with SEND, receive effective support and any additional help they may need. Parents report that they are happy with the care the childminder provides. They feel supported to understand their child's development.
- The childminder evaluates ways in which she can make improvements to her curriculum and teaching. For instance, after researching and seeking advice, she introduced visual timetables and picture cards to support non-verbal children's communication. The childminder reflects on her practice and strives to offer the best possible care and quality of education she can.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. She undertakes training to ensure her child protection knowledge remains up to date. The childminder is aware of the different signs that might indicate a child may be suffering abuse. She knows how to record and report any concerns she might have about the safety and welfare of a child. The childminder gathers information about children's allergies and whether they have tried all foods containing allergens before they start at the setting. She completes relevant first-aid training and knows how to support children in the event of an accident.

What does the setting need to do to improve?

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

- support children to maintain focus and concentration on their chosen activities, to deepen their learning to an even higher level.

Setting details

Unique reference number	EY333146
Local authority	Oxfordshire
Inspection number	10235014
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2006 and lives in Didcot, Oxfordshire. She works throughout the year and operates on weekdays, between the hours of 8.30am and 5.30pm. The childminder is registered to provide funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice M Roberts

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 their evaluation of provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector read written feedback from parents and took their views into account.
- The childminder and inspector carried out a joint observation of an activity.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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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