

Childminder report

Inspection date: 12 May 2021

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle well and form secure bonds with the childminder. They are happy and content. Children display good levels of confidence, despite the time they have had away from the setting and changes in the usual environment. The childminder has thought carefully about the changes she has made, with extra support given to assist children's well-being. Children's behaviour and conduct is good. Outside, children have fun negotiating space on wheeled toys and aiming and counting balls into a target. Children demonstrate good physical and mathematical skills, as they enthusiastically enjoy counting the steps to the slide. They enjoy the challenges promoted through open discussions with the childminder and develop the necessary skills in preparation for their move on to school. The childminder has high expectations for children's learning. Children enjoy a broad curriculum and the childminder plans for their next developmental stage. She supports children's language as she repeats words, emphasising clear and simple explanations. Children make good progress in their communication and language development. Children enjoy cuddles with the childminder as they read favourite stories. They take pleasure in joining in with predicting the next animal on the page and familiar phrases from the stories. Children learn to share as they hold the props from home-made story bags about 'Noisy Farm' and 'Dear Zoo'. They demonstrate good concentration and use a range of vocabulary in their speech. Children are imaginative and bring their own personal experiences into play.

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

- The childminder is reflective in her practice and committed to her role and ongoing professional development. She welcomes the views of others, such as parents and other professionals, to help her to identify areas to improve. In addition, she makes good use of independent reading and webinars to keep her knowledge and practice up to date. The childminder has worked hard since her last inspection. For example, she has taken appropriate steps to minimise the risks to children. She has updated her training and improved her safeguarding knowledge, including about wider aspects of child protection.
- The childminder places a strong emphasis on developing children's communication, language and mathematical skills. She introduces mathematical concepts as children participate in enjoyable activities, such as counting the number of balls that roll down the guttering slope and fall into a tyre. She uses familiar songs and rhymes, engages children in conversation and asks them questions to embed their understanding and extend their vocabulary. In turn, all children, including very young children, develop good communication skills.
- The childminder knows the children well and monitors children's progress, which helps her to identify gaps in their learning. She uses this knowledge well to plan for each child's learning needs. Children take part in exciting and challenging

activities matched to their development. However, on occasion, the childminder is too quick to suggest ideas and additional activities, so children do not always fully explore what they are doing.

- The childminder works closely with parents to help children manage their emotions when being dropped off, following a period of successive national lockdowns. Throughout the pandemic, she has kept in touch with families and offered support and ideas for learning at home. The childminder promotes children's emotional well-being and helps raise their self-esteem. For example, she enthusiastically motivates the children and uses positive praise to support children to be kind and helpful towards each other.
- The childminder builds effective relationships with parents. She uses regular discussions to share information about a child's progress and has changed the way she communicates with parents because they do not enter the home as they would usually. For example, she routinely shares a range of information about children's care and learning to strengthen continuity and consistency between the setting and home. However, she does not work consistently in partnership with other settings that children attend to maximise children's individual learning.
- The childminder demonstrates that personal, social and emotional development is a strong area. She has focused on integrating the children back into her home and providing fun and safe activities for the children to feel secure but also develop in their independence, socialising and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has a secure knowledge of the signs that may indicate children are at risk of harm and is confident in the processes to follow to refer concerns to the appropriate professionals. The childminder is aware of the signs that a person is in danger of being radicalised. She has the details of relevant organisations to contact should she have concerns that anyone is becoming drawn into extremism. The childminder attends regular safeguarding and wider child protection training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children attend to develop more effective ways to share information about their learning and development
- enable children to have more time to explore their own ideas and activities to derive the maximum learning they can before moving on to something else.

Setting details

Unique reference number	EY362018
Local authority	Oxfordshire
Inspection number	10128856
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	5
Number of children on roll	2
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder provides care in Drayton, Oxfordshire. She operates throughout the year on Mondays to Fridays from 8am until 6pm. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The childminder and the inspector completed a learning walk of the play areas and discussed how the childminder organises and implements the early years foundation stage curriculum.
- The inspector observed interactions between the childminder and the children, and considered the impact these have on children's learning.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and household members.
- The inspector had a discussion with the childminder about her evaluation of the setting and her plans for improvement, and they discussed parents' feedback forms.

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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