

Childminder report

Inspection date:

20 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 very happy in the care of the childminder. They form close bonds and are well cared for in the warm and nurturing home-from-home environment. They cuddle the childminder when tired or upset and gain comfort from her calm reassurance.

Children settle well on arrival and actively engage in the activities on offer. The curriculum covers all seven areas of learning and considers the interests and stages of development of the children. When children are keen to play with dolls, the childminder extends this well. For instance, she offers nappies and clothing while asking the child questions. When children are keen to share their knowledge of dinosaurs, the childminder offers toy dinosaurs with labelling cards. This leads to lots of opportunities to develop vocabulary with animated discussions about facts and key features.

The childminder has clear expectations of behaviour and children demonstrate their understanding of these alongside the house rules. For example, they automatically remove their shoes independently at the door on arrival and tidy up after themselves when they have finished with toys and resources. Children know where things belong and take pride in helping with daily routines. Children enjoy the experiences the childminder offers.

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

- Parents are very happy with the childminder's provision and are confident that their children are safe and secure. The childminder provides new parents with a welcome pack that outlines policies and procedures as well as asking pertinent questions about the children. Parents are happy with the communication systems in place. The childminder ensures that they are aware of current learning and next steps and how they can support these at home. Parents are happy with the progress that their children are making.
- The childminder gets to know the children and their families well. She understands what makes them unique and takes time to celebrate this with them. Children feel cared for and secure in the environment. This allows them to have positive experiences in their learning and play.
- The childminder expects and models respect for one another. Children behave well and demonstrate good manners.
- Children learn about the importance of a healthy lifestyle. The childminder regularly discussed healthy food choices and sound hygiene practises are in place. For example, the children know to wash their hands before eating sliced apple for snack.
- The childminder encourages children's independence skills. Children are

expected to blow their own noses, wash their own hands, and tidy up after themselves. When the children are finding an activity challenging the childminder uses the phrases 'try again' and 'have another go', to promote perseverance. Children begin to become independent learners.

- The childminder has established links with other childminders and groups outside of the home. In addition, the childminder takes the children to local parks and the library weekly. The children benefit from these social interactions and have lots of fun running and climbing. The children are gaining a love of reading, stories and living an active, healthy lifestyle.
- The children have a love for books and enjoy listening to the childminder read to them. The childminder pauses when reading a story to allow the children to make links with their own experiences. The children connect with the story and remain engaged. The books offered consider equality and diversity. This helps promote acceptance, celebrates differences and prepares the children for the wider world.
- The childminder offers a wide range of activities and resources, however, the learning intentions for some of these activities are not always clear. Children's current learning levels and next steps are known, but the childminder does not consistently plan challenging activities with these in mind. This means that children do not always make the best possible rates of progress.
- The childminder is reflective in her practice. She has attended online training for a variety of areas of development, for instance she plans to complete a food hygiene course soon. The childminder accurately identifies areas for further development and actively seeks opportunities to develop her skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. Her safeguarding knowledge is current and secure and she can recognise the signs or symptoms that could be a cause for concern. She is also aware of correct protocol to follow when a concern arises and relevant organisations to contact for advice. The childminder is aware of what she should do if an accusation should be made against her or any member of her household. Vigilant supervision of the children alongside appropriate and robust risk assessments keep the children safe on a day-to-day basis.

What does the setting need to do to improve?

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

- strengthen planning to focus more sharply on children's next steps in learning and offer an even more challenging curriculum, to help all children make the best possible progress.

Setting details

Unique reference number	EY379529
Local authority	Oxfordshire
Inspection number	10132670
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	21 November 2014

Information about this early years setting

The childminder registered in 2008. She lives in Oxford. The childminder cares for children from 8.30am to 5.30pm, Monday to Friday throughout the year. She is eligible to receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Zoe Abraham

Inspection activities

- This was the first routine inspection the provider 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 the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children communicated with the inspector about what they do and enjoy doing at the childminder's provision.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views through written and verbal feedback.
- The childminder spoke to the inspector about children's learning and development and how this was planned for at appropriate intervals.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector tracked the experiences of children and observed activities and peer-on-peer and adult with child interactions.

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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