

Childminder report

Inspection date:

4 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides effective care for children. She ensures her home is a safe and suitable space, and supervises children effectively at all times. Children are content in her company. They understand routines. For example, children know that meals are eaten in the kitchen.

The childminder understands her role in keeping children safe and meeting their care needs. However, she does not demonstrate a clear understanding of her role, or that of any assistants she works with, in supporting children's learning. She has not clearly identified what she wants children to learn. As a result, the curriculum lacks ambition and focus. Although she provides plenty of resources these do not sustain children's interest. The lack of stimulation leads to children who engage in some low-level disruptive behaviour. At these times, the childminder intervenes swiftly and calmly. However, the patterns of behaviour continue due to the weaknesses in the quality of teaching. That said, children do have opportunities to further practise some existing skills. They enjoy exploring paints and mixing colours. They practise feeding themselves at mealtimes. They enjoy listening to stories, turning the pages and talking about what they see.

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

- The childminder has not been proactive in continuing her own professional development. This has led to a lack of understanding about her role as an educator. As a result, when planning children's days she does not focus closely enough on ensuring children have opportunities to gain new skills and knowledge. Children are cared for suitably but have too few opportunities to extend their learning.
- The childminder does not fully consider the learning needs of all children when planning routines. For example, she goes on daily walks to help younger children sleep but does not consider how to ensure these times are stimulating for older children. On the day of the inspection the childminder did not interact with older children on these walks, meaning they sat passively in buggies.
- The childminder provides lots of toys and resources and children find these initially interesting. However, because the childminder has not fully considered how children will use these, children's initial interest is not maintained. They quickly lose interest in what is on offer, and their play lacks purpose.
- The childminder monitors children's progress accurately. She identifies children who may need extra help from other professionals, to make the progress of which they are capable. She helps parents gain that support by signposting them to other professionals. This helps ensure children receive any specialist support they may need.
- The childminder considers the different ages of children when planning some

adult-led activities. This enables all children to join in and take part, practising some skills. For example, because she knows some younger children put lots of things in their mouth she provides yoghurt with food dye, rather than paint, for them to practise their mark making.

- The childminder meets children's care needs effectively. She ensures young children have regular naps and that all children have nutritious meals and snacks.
- Children behave typically for their age. Young children show they still need lots of support to learn to share, take turns and behave appropriately. The childminder intervenes when needed. For example, she stops children jumping on sofas or snatching toys. However, she is not able to explain how she will teach children the skills and words they need to begin to regulate their behaviour for themselves. As a result, this type of behaviour persists.
- The childminder ensures that any assistants she works with complete safeguarding and paediatric first- aid training, to help keep children safe. However, she has not put in place a successful programme of professional development to help assistants understand their role in supporting children's learning. This contributes further to the inconsistencies in the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop a secure understanding of how to plan an ambitious curriculum, and use to deliver learning experiences that effectively motivate children to learn and help them build further on what they already know and can do	31/12/2024
provide an effective programme of supervisions and professional development for any assistants they work with, to ensure they are able to effectively fulfil all the requirements of their role.	31/12/2024

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

- support children more effectively to develop the skills they need to begin to manage their own emotions and consider the needs of others.

Setting details

Unique reference number	EY388018
Local authority	Oxfordshire
Inspection number	10367845
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 February 2019

Information about this early years setting

The childminder registered in 2009. She lives in Bicester, Oxfordshire. The childminder offers care 8am to 6pm, Monday to Friday, all year round. She works with assistants. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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