

Childminder report

Inspection date: 1 July 2024

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

Children make good or better progress from their starting points. This is because the childminder identifies areas where children may need some extra support. She provides a variety of good learning experiences to help close gaps in children's learning. For instance, the childminder has a strong focus on promoting children's language skills. This also helps children to become ready for school, such as developing confidence to express their needs.

Overall, the childminder's teaching is consistently good. She plans activities tailored to children's next steps in learning and her interactions encourage children to maintain their interest. For example, during a drawing activity she made suggestions to children, which also supported their thinking skills. This helped them consider details they could include in their picture, such as adding hair to the drawing of their daddy.

Children enjoy their time with the childminder, who is kind and caring. They form positive relationships with the childminder and other children. Children feel at ease in the childminder's home. They confidently choose resources to play with. Children learn about the behaviour expectations, such as sharing and turn-taking. The childminder gently guides children's behaviours, such as taking turns fairly and safely when playing on the slide. Children follow instructions easily and listen well. The childminder offers children positive encouragement and praise. This helps to develop their self-esteem and confidence securely.

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

- The childminder encourages children's learning through her positive interactions. This helps children engage in learning and maintain their interest effectively. The childminder has a secure knowledge of children's individual development and learning needs. She demonstrates a strong understanding of children's progress through her observations and assessments. She uses this information well to identify children's next steps in learning.
- The childminder is aware of the skills and knowledge that children need to help them become ready for starting school. Most aspects of the childminder's teaching are secure. At times, she does not fully consider her teaching to help extend children's learning further. For instance, sometimes she does not enhance children's awareness of mathematical language and number.
- The childminder identifies when children need additional support in their learning. She is proactive in providing parents with information about any concerns about children's development. She signposts them to obtain professional advice and guidance when appropriate. This helps to get support for children and parents and work towards closing any gaps in learning.

- Children learn to do things for themselves, such as using tissues independently. They demonstrate a good understanding of the daily routines, including cleaning their hands before lunch and putting on their shoes to go out. The childminder promotes their good health well, for example, by teaching them about caring for their teeth. Children benefit from plenty of physical activity to help develop their muscles and stamina. For example, they go out for walks and visit parks to use different play equipment regularly.
- The childminder encourages children to share their ideas and talk about things important to them. As a result, she gets to know children very well and incorporates this knowledge of their backgrounds during conversations with them. Children benefit from regular outings in the local community, including visits to the library and nature walks. These activities, along with discussions, help children to learn about the world.
- Children behave well. They receive clear guidance from the childminder about expected behaviour. The childminder recognises the importance of calming children's play when needed to help them learn to regulate their own behaviour. She has a calm approach to managing children's behaviour and uses age-appropriate strategies with them.
- Since the childminder's last inspection, she has maintained expected training and completed additional training. This helps her to reflect on her setting and what she provides. The childminder has incorporated some aspects of training in her teaching, including promoting children's awareness of dental health.
- There are strong partnerships with parents. However, the childminder has not established links with all early years settings the children also attend. This does not help them work together to fully support children's needs. The childminder keeps parents fully updated about their child's day and progress. She encourages a joint approach to children's learning at home and at her setting. Parents' feedback is highly complimentary about her care and support.

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

- build on teaching opportunities to enhance children's mathematical skills and understanding
- form stronger partnerships with other early years settings the children also attend to help promote a consistent approach to supporting children's learning and development needs.

Setting details

Unique reference number	EY393290
Local authority	Oxfordshire
Inspection number	10356352
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2009. She lives in Bicester, Oxfordshire. The childminder provides her service Monday to Friday, from 7.30am to 5.30pm, for most of the year. She receives funding to provide free early years education for children aged three and four years. The childminder holds a recognised early years qualification at level 3.

Information about this inspection

Inspector
Sheena Bankier

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 their evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children chatted to the inspector and interacted with her during the inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documentation was reviewed as part of the inspection process, including evidence of a current paediatric first-aid certificate.
- The inspector reviewed some written feedback provided by some parents and took their views into account.

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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