

Childminder report

Inspection date: 18 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 arrive and leave their parents with high levels of confidence. They are excited to see the childminder, the other children and begin their play. Children form strong bonds with the childminder and are developing early friendships with each other. The childminder calmly intervenes when minor disputes occur between children and, generally, promotes their growing awareness of expected behaviour. Children are encouraged to help with tasks, such as to tidy up the toys with the childminder's support.

The childminder organises the learning environment effectively. It is well thought out and attractive with resources that cover all areas of learning. Children engage positively in their play and learning and enjoy making their own choices from the available resources. They develop good concentration skills during play activities that interest them. This helps children gain the skills they need for their future learning.

Overall, the childminder provides a good level of teaching and support to children. She knows the individual children very well. The childminder considers children's interests and their next steps in learning effectively. This was seen during the inspection, with resources of model animals, books linked to animals and animal puppets being provided. The childminder used the resources well to support children's next steps in learning. For instance, she introduced counting and numbers, such as counting the model animals and singing number songs with a puppet.

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

- The childminder monitors children's learning, development and progress closely over time. She uses the information from assessments to plan for children's next steps in learning. The childminder provides ongoing information about children's learning and progress to parents. She encourages parents to continue children's learning at home. When the childminder does not have direct contact with other settings children attend, parents share some information with her. This helps to promote a consistent approach to meeting children's needs.
- The childminder interacts well with children. She supports toddlers' developing language skills securely. She repeats words that children try to say, which helps to support their understanding of how to say these. In addition, she talks to children about what they are doing, their interests and their home experiences. There are occasions, when the childminder does not extend on this information, to help develop children's knowledge and understanding further.
- Children benefit from regular outings. These help children to become more aware of the world they live in. For instance, they observe different animals on

walks, such as horses. The childminder provides teaching while outdoors and encourages children to recall prior learning. For instance, she encourages the use of familiar phrases from books, such as 'The Three Billy Goats Gruff' when they walk over a bridge. Children benefit from outings that build their confidence and social skills with larger groups of children, including rhyme time sessions at the library.

- The childminder uses suitable strategies to help manage children's behaviour. For example, she uses distraction techniques with young children and reminds them about being kind to each other. However, she does not fully promote children's awareness of behaviours, such as sharing and turn taking, to increase their understanding about these.
- Children become aware of following good hygiene routines, such as cleaning their hands before eating. The childminder supervises children closely when they eat to promote their safety. She encourages children to choose a variety of options from their lunches provided from home. This supports children to make some healthy balanced choices for themselves.
- There are strong partnerships with parents and the childminder works closely with them. She encourages parents to provide information about children's time at home. This helps her to build on her understanding of their needs. The childminder offers daily feedback about children's care and learning experiences. Parents' feedback is highly complimentary about the childminder's service and communication. They comment very positively about their children's activities and experiences and the progress they make with the childminder.
- The childminder undertakes training and professional development to help develop her practice and skills. She has completed recent training and this has given her ideas of further activities to support children's mathematical development.

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:

- extend discussions with children to help widen their knowledge and understanding and further enhance their language development
- build children's awareness of the behaviour expectations to help them gain more understanding about these.

Setting details

Unique reference number	EY415021
Local authority	Oxfordshire
Inspection number	10351092
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 October 2018

Information about this early years setting

The childminder registered in 2010. She lives in Wantage, Oxfordshire. The childminder provides care for children Monday to Thursday, all day for most of the year.

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 inspector interacted and chatted to the children during the inspection.
- Children's play, activities and daily routines were observed during the inspection and the inspector assessed the impact these were having on their learning and development.
- The inspector interacted and chatted to the children during the inspection.
- A sample of documentation was reviewed as part of the inspection process.
- The childminder and inspector held some discussions during the inspection.
- Parents provided written feedback and the inspector took account of their views.

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

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