

Childminder report

Inspection date:

26 November 2019

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

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy and confidently make decisions about where and what they want to play with. They have the freedom to explore and to select resources that support their interests. The childminder has high expectations for the children. She considers what children know and are learning, to ensure their experiences are motivating and engaging. Children show curiosity and good concentration as they investigate the childminder's planned activities. All children make good progress in their learning, including those who receive funded early education.

Children develop secure attachments to the childminder, which provides reassurance as they readily go to her for cuddles when they are tired. The childminder meets their care needs promptly, such as preparing the younger children for their naps. She tends to children's toileting accidents and nappy changes sensitively and privately, which helps to strengthen their emotional security. Children learn about acceptable behaviour. The childminder is calm, positive and delivers clear messages to help children to understand rules and boundaries. Children listen to what she says and respond quickly to the praise and encouragement she gives them. They learn to share and take turns.

Children enjoy being physically active, such as when playing in the garden or moving around the childminder's home. Older babies show good walking skills as they cruise confidently around the childminder's furniture. Older children practise their fine motor skills, for example, as they carefully thread pipe cleaners through pasta.

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

- The childminder talks to children, and models and reinforces words to help them hear clear language. She uses stories, songs and rhymes to support children to develop their understanding, listening and emerging vocabulary.
- The childminder supports children to develop their mathematical skills. For example, she asks them to count how many pieces of pasta they can thread through a straw. Children use mathematical language in play, such as 'taller', 'shorter', 'more' and 'less'.
- Overall, the childminder provides a range of experiences that encourage children to practise their literacy development. This is demonstrated as younger children enjoy freely accessing pens to make marks. However, when older children show an interest in letters and sounds, the childminder misses the chance to challenge this to extend their early writing skills before they move on to school.
- The childminder communicates with parents in a number of ways. When children first start, she gathers information from parents about what children already know and can do. The childminder uses this information as well as her own

observations to plan precisely for children's learning from the outset. She speaks to parents daily about children's achievements and sends them photographs of their children playing. This helps parents to keep up to date with what their children are learning. Parents speak highly of the childminder and how well she supports their children's individual needs and development.

- The childminder provides children with good opportunities to meet with other children and adults. For example, she regularly takes children to childminding groups and places of interest within the local community. This contributes to their social skills and confidence in different environments.
- The childminder has a good understanding of how to encourage children to follow healthy lifestyles. She supports them to get fresh air and exercise, for example, when they accompany her on walks to collect older children from school. Children manage their own personal care needs, including feeding themselves and handwashing.
- The childminder gathers regular feedback from parents and children to reflect on her practice. She makes successful changes to the learning environments available in her home. For example, recent changes to the outside space mean children can access the area in all weathers, so they can choose whether they want to play indoors or outdoors. This encourages children to make independent choices in their play.
- The childminder ensures she keeps her knowledge and skills up to date. She completes mandatory training, including safeguarding and first aid. However, she has not fully considered how to focus her professional development on raising the quality of her teaching practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She is fully aware of her responsibilities to protect children from harm. The childminder demonstrates a secure understanding of the signs and symptoms of abuse. She is alert to wider safeguarding issues that could place children at risk of harm. The childminder has implemented effective policies and procedures to keep children safe. For example, she closely supervises children at all times. The childminder checks the environment, indoors and outdoors, to make sure it is safe and secure for children, and removes any identified hazards.

What does the setting need to do to improve?

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

- help older children to link sounds to letters as part of encouraging their early writing skills
- identify further ways to focus professional development on raising the quality of

teaching practice even further.

Setting details

Unique reference number	EY415790
Local authority	Oxfordshire
Inspection number	10074588
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 July 2016

Information about this early years setting

The childminder registered in 2010 and lives in Oxford. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Helen Harnew

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector discussed learning activities and assessed the quality and impact of teaching on children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views through discussions during the inspection and written testimonials.
- Children's learning and development records were sampled, and the inspector tracked the progress of three children present at the time of inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.

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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