

Childminder report

Inspection date: 11 October 2023

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

The childminder plans for plenty of time and extra space for new children to settle, offering reassurance and comfort. The childminder uses children's home routines effectively to promote continuity, and this practice is implemented well. Children receive cuddles and close contact to help them feel safe and secure. The childminder gradually encourages them to explore further and in their own time. They develop close bonds and make secure attachments with the childminder and her assistant. Children's confidence grows. They explore their environment, watching older children, who act as positive role models in their play.

Children develop core strength through regular fun physical activities. The childminder's assistant helps children to climb, pedal, stretch and balance. The childminder has a clear understanding of how to develop children's physical strength to encourage them to try new experiences and test their abilities. Children are eager to push themselves to develop new skills. They persevere until they have accomplished them.

Children thoroughly enjoy playing with their friends. They greet them enthusiastically, inviting them into their play. The childminder shows a great interest in children's conversations, listening carefully and making positive comments about their discussions. Children feel welcome, safe and secure and have a strong sense of belonging.

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

- The childminder constantly engages and interacts with children. She knows how children prefer to play and uses this knowledge to test and extend their thinking. She uses effective questions to help children to think for themselves. Children learn to think critically, solving problems with their friends. For example, older children think about where they can build a house with dominoes and bricks so that the younger children cannot knock it down.
- Children play and learn through a variety of experiences. The childminder provides a good balance of child-initiated and adult-led activities and play. Generally, the childminder encourages children to lead the play and uses their interests to challenge their learning further. For example, young children explore the snails in the leaves they recently gathered. However, some adult-led activities do not always challenge the older children. For example, children are not able to fully express their creativity and imaginations during some art and craft activities.
- Children develop strong independence skills. They learn to manage their own needs. They take themselves to the toilet, informing the childminder that they have washed their hands and dried them. They have a clear sense of safety for

themselves and others. For example, older children tell the childminder that they have closed the bathroom door so that younger ones cannot go in on their own.

- Children respond well to the childminder's expectations and boundaries. The childminder clearly explains how to use manners effectively. Children learn to say please and thank you appropriately. They show care towards their friends, giving them cuddles if they are upset. For example, older children show compassion towards younger children who are settling and are upset. They openly put their arm around them to reassure them.
- The childminder constantly uses mathematical language throughout children's play. This helps children to learn that numbers, shape and size are all around them and part of everyday activities. The childminder describes children's play by using the vocabulary of size, including long, tall, big, more than, and less than. For example, children discuss the big trees from which the leaves have fallen, saying that it was so big they could not reach the leaves.
- The childminder enthusiastically works alongside her co-childminder and assistant to develop skills and practice to meet the needs of individual children. She shares ideas and develops new practices to promote continuity for the children in her care. The childminder completes regular training and uses information from support networks, such as forums, to keep her knowledge up to date. The team works closely together to identify successful practice that truly supports children's individual needs. The childminder is confident to change practice to develop stronger strategies that have a better outcome for children.
- The childminder provides parents with guidance about aspects of care for their children. For example, she provides information about healthy eating and preparation for school. She takes into consideration children's home lives and reflects this positively in the setting. Children feel that their culture, home life, language and family connections are valued.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of how to promote the ongoing welfare of children. She and her assistant know the signs and symptoms of child abuse. They know to whom to report concerns. The childminder carefully monitors children's health through accident and medication records. She carefully adapts the children's play area to support children's physical skills and their understanding of safety. For example, she encourages young children to cruise along low-level furniture with plenty of space around them to support their first steps. The childminder helps children to learn about safety when out and about, such as crossing roads safely.

What does the setting need to do to improve?

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

- strengthen practice to help older children use their imaginations more independently, particularly during art and craft activities.

Setting details

Unique reference number	EY416587
Local authority	Oxfordshire
Inspection number	10304982
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	0 to 4
Total number of places	12
Number of children on roll	18
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2011. She works with an assistant and with her mother, who is also a registered childminder, from her mother's home in Oxford. Her core hours of work are Monday to Friday, from 9am to 6pm. The childminder provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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, with a particular focus on children's personal, social and emotional development.
- The inspector spoke to children, to find out about their time with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and 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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