

Childminder report

Inspection date: 27 August 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

All children are happy and confident in this home-from-home setting. The childminder has strong bonds with children and knows them well. For example, she talks about their wider families and children's outside pursuits. The childminder joins in with children's play in ways that help them maintain their focus and interest. For instance, children explore activities with enthusiasm and curiosity. They use their imaginations as they play, and they use a variety of equipment to create their own games. For example, children stack a range of building bricks onto the ride-on vehicles. They dress in high-visibility jackets and hard helmets as they transport their equipment. They pretend to negotiate the road, waiting at the 'stop' sign until it turns to 'go'. This helps children see learning as fun, as well as building children's self-esteem because they develop lots of new skills and knowledge, of which they are proud.

The childminder knows the children very well and is ambitious for them. She understands their personalities, knows what they enjoy doing, and identifies the skills and knowledge they will most benefit from developing next. For example, she places importance on children being ready for school and plans a range of activities to support them in their forthcoming move. The childminder reads children books about feelings and praises them as they 'pinch and pull' packaging, explaining how well they will be equipped to do this at school. She takes the children on walks past the school to talk to them about what to expect and make it a familiar place for them to see and talk about.

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

- The childminder has developed an ambitious curriculum for children. She gathers useful information when children start at her setting. She uses this to sequence their learning and knows the children well. The childminder can talk about what the children can do, what she wants them to learn, how they will do this and why.
- The childminder is very effective at helping children develop a real interest in books and stories. She reads to children every day, capturing their interest by reading in an animated voice. She revisits favourite stories and encourages children to talk about what they see in illustrations. Children clearly look forward to these times, eagerly joining the childminder on the floor, keen to listen and join in. These well-delivered story times give children many early literacy skills to use in later learning, for example when they start school and begin to learn to read and write.
- Overall, children develop good communication and language skills. The childminder introduces new language into children's play to build on their vocabulary skills. However, on occasions, she does not always give children time

to express their own thoughts and ideas to help challenge and develop their thinking and problem-solving skills even further. For example, she may ask a question and then rather than wait for a response, give them options to the answers.

- Partnerships with parents are strong. The childminder shares regular information with parents about what children have been learning and the progress they are making. She provides parents with information about how to support children's learning at home. For example, she shares books, resources and activity ideas with parents. This ensures there is a consistent approach to children's learning.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands before mealtimes, and young children persevere to flip their own coat on and put their shoes on by themselves.
- The childminder gives children consistent messages to help them to understand rules and boundaries. She understands how important this is for children's sense of security and for them to develop a clear understanding of why simple rules are in place. She patiently and kindly helps children learn to share, take turns and show consideration towards each other. Children's behaviour is good.
- The childminder demonstrates a genuine enjoyment of her work. She works hard to maintain quality and develop her own practice. She takes time to seek out new training, through forums, webinars and face-to-face training. For example, the childminder has recently undertaken training focusing on children's learning post-COVID-19 pandemic, especially focusing on communication and language, early mathematics, and personal, social and emotional development. This has had a positive impact on her planning of activities and the environment to increase children's learning.
- The childminder keeps children safe. She supervises them closely at all times and gently introduces them to some ideas about their own personal safety, For example she teaches children how to cross roads and helps them begin to understand how to stay safe online.

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:

- provide more consistent encouragement for children to express their thoughts and ideas and enhance their thinking and problem-solving skills.

Setting details

Unique reference number	EY423211
Local authority	Oxfordshire
Inspection number	10354703
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2011. She lives in Carterton, Oxfordshire. The childminder provides care from Monday to Friday, 8am to 5pm, and is open all year round, except for family holidays. She holds an appropriate early years qualification at level 3. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Amanda Perkin

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 setting.
- The inspector completed a learning walk with the childminder, through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.

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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