

Childminder report

Inspection date: 11 October 2024

Overall effectiveness	Good
------------------------------	-------------

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 positively engage in their play and activities and enjoy their interactions with the childminder. The childminder knows the children well, such as their favourite songs and activities. She promotes good relationships between children and encourages them to interact together and help each other. Children build their confidence well. They develop positive social skills and learn to mix with a wider group of children and adults, including through regular visits to toddler groups. The childminder supports children's emotional needs sensitively. She uses appropriate strategies to support children who become unsettled or who need support with their behaviour. For example, she offers cuddles and reassurance along with distraction techniques. This includes offering activities she knows children enjoy or looking out of the window to spot animals.

Children benefit from a broad range of activities and outings linked to their interests. These help to build on their experiences and support their progress securely. The childminder has a good understanding of the learning intentions of her activities and how these support the individual children's development needs. Overall, the childminder's teaching and support for children's learning and development is consistently good. Children build on their language skills. They benefit from reading books regularly with the childminder. Children show that they recognise familiar stories and maintain their interest well. For example, children recognise the pictures of animals in a book and repeat the noises they make.

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

- The childminder monitors children's development and progress closely. This helps her to identify what children need to learn next. She works closely with parents to support children's individual learning needs. The childminder offers parents suggestions and guidance to help promote a consistent approach to supporting children's learning and development. She provides daily feedback and regular updates to parents about their children's care and learning.
- The childminder has an effective understanding of how to support children's developing language skills. She has undertaken research to support her knowledge of ways to support children's learning, including their speech and language development. For instance, she talks to children at a pace that enables them to hear how she pronounces words. In addition, the childminder encourages children to strengthen their facial muscles to help support their speech development.
- The childminder uses children's favourite activities and interests well to engage them in their learning and development, such as their interest in animals. Children enjoyed printing with paint and model animals, which supported their hand-eye coordination, for example. The childminder takes children on regular

outings to help widen their experiences and develop their knowledge about the world around them. For instance, she sometimes takes children on the bus and to visit animal parks. During outings, the childminder has clear boundaries and procedures to promote children's safety.

- Overall, the childminder provides positive and effective interactions with children. She regularly sings songs and rhymes, reads books and talks to children. On occasion, she does not provide enough information to help build on children's knowledge and understanding further. Children enjoy many interesting activities, such as exploring different-sized pieces of a pumpkin. Sometimes, the childminder does not enhance children's developing mathematical awareness, such as teaching concepts of 'big', 'small' or 'heavy', as they explore.
- Children are encouraged to work and play together by the childminder. This helps to build positive relationships with others. The childminder promotes children's early independence. She encourages children to help tidy up and to prepare their snack. The childminder supports children's understanding of good hygiene and the importance of washing their hands well. She involves children in visiting the local market to buy different fruit and vegetables to eat at snack time. This helps children to learn about their local community and encourages them to try new and healthy foods.
- The childminder praises children for their efforts and achievements. She is a good role model to children and guides their behaviour appropriately, such as by giving reminders about the expectations. The childminder prepares children for changes in the routine, explaining what will happen next. She discusses and agrees children's sleep routines and arrangements with parents. She follows children's home routines for settling to sleep, which includes providing their comforters. This helps children to feel secure and settle to sleep easily.

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:

- enhance young children's developing awareness of simple mathematical concepts
- provide information to children as appropriate for their age and stage of development to help build on their knowledge and understanding further.

Setting details

Unique reference number	EY439762
Local authority	Oxfordshire
Inspection number	10366894
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2011. She lives in Thame, Oxfordshire. She provides her service Monday to Friday, all day, throughout the year. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- Children chatted to the inspector and interacted with her during the inspection.
- The inspector observed children's play, activities and daily routines along with their interactions with the childminder.
- The childminder and inspector held some discussions during the inspection.
- A sample of documentation was reviewed as part of the inspection process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024