

Childminder report

Inspection date: 30 June 2022

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 develop secure attachments with the childminder. They are confident and happy and benefit from the childminder's sensitive and supportive interactions. For example, the childminder personalises settling in for each child in her care and sensitively reassures new children that parents will be collecting them shortly. Children behave well. The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children share toys and resources with each other when they play, which develops their social skills.

All children have regular opportunities to read stories and sing nursery rhymes. Children show a genuine love of literature. Toddlers are learning the language of emotions as they read books to support this. For example, the childminder talks to children about feelings, such as 'angry', and what makes them feel this way. Children sing to younger children at the setting and personalise their songs to include the names of their younger friends. They spend lots of time looking at books independently and often ask the childminder to read to them.

Children enjoy daily access to the outside area. For example, they enjoy digging in the sand, accessing a range of ride-on vehicles and exploring the boats in the water, to see if they will sink or float.

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

- Young children, including children who speak English as an additional language, benefit from good support to develop their emerging language skills. For example, the childminder role models good pronunciation. She regularly comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and give meaning to their actions.
- The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting. She uses this to sequence their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. However, the childminder misses some chances to develop children's early number skills.
- Children are taken to places of interest around the local community, which successfully broadens their range of experiences. For example, children visit the library regularly, take train trips to the local city and enjoy the many trips to local parks and farms.
- Parents are complimentary about the childminder. They have seen progress in their children's development and comment how happy their children are to attend the setting. They value the information they receive and advice about

how to support their children's progress at home.

- Overall, the childminder demonstrates a good understanding of how children learn and develop. Children benefit from a range of activities to support their development across all areas of the curriculum. Occasionally, some activities do not entirely promote children's engagement at the highest level. For example, during a group planned activity, some children lost interest or wandered off to access other resources.
- Children learn about healthy lifestyles. They have access to physical play each day. Children wash their hands regularly and understand the routine for doing this before food. They have regular access to water throughout the day and are reminded to stay hydrated.
- The childminder works hard to maintain quality and develop her own practice. She takes time to seek out new training and attends local networking groups. The childminder has found training about toddlers and the behaviour of two-year-old children helpful in raising her awareness of the potential impact on children and their behaviour.
- Effective partnerships with other settings help to ensure children make good progress across both settings. Sharing of development information and daily conversations provide good communication to support children.
- The childminder is alert to the impact of the COVID-19 pandemic on children's social and emotional development. To support children born during the pandemic, she actively organises opportunities for children to mix with others. Children enjoy regular opportunities to meet with their peers at the park and in different environments, such as toddler groups. This is helping them to build relationships with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and to protect children. She has effective safeguarding procedures in place to ensure children are safe. The childminder is familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. She can talk with confidence about what she would do in a range of scenarios. The childminder understands the procedures should an allegation be made about herself or a member of her household. The childminder closely supervises children. She completes regular checks to ensure her home is safe for children.

What does the setting need to do to improve?

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

- maximise opportunities for children to practise their developing number skills
- review planning, so that all activities consistently engage and challenge all

children.

Setting details

Unique reference number	EY454516
Local authority	Oxfordshire
Inspection number	10228746
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 2
Total number of places	4
Number of children on roll	8
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2012. She lives in Didcot, Oxfordshire. The childminder offers part-time care on weekdays, throughout the year.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents and other professionals shared their views through written feedback. The inspector took these views into account.
- The inspector spoke with the childminder about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and her qualifications.

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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