

Childminder report

Inspection date: 21 May 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

Children very much enjoy their time at the childminding setting. They enthusiastically choose activities and explore with curiosity. During the inspection, children sustained their interest in different sensory activities, including painting, sand and water play. The childminder generally promotes all children's language development effectively. For example, she repeats words and phrases back to children. This helps them to hear the correct pronunciation and sentence structure.

Children form strong bonds with the childminder, co-childminder and her assistant. They provide a consistent warm and caring approach to children, which helps them to feel settled and happy. Children enjoy each other's company. On the day of the inspection, older children concentrated and maintained their attention when completing puzzles together. They cooperated with each other easily as the childminder helped to guide them to find and fit the pieces together. The childminder promotes children's positive behaviours, such as giving praise to them. She mainly encourages the children's independence and self-care skills well. For example, children get their own shoes and coats and start to learn how to put these on by themselves.

Overall, the adults caring for children organise their time well to support children's learning effectively. They plan carefully to support each individual child's progress and development. They are mindful to identify any potential gaps emerging and to take action to help close these. This helps all children to make the progress they are capable of.

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

- The adults caring for children at the setting work together well as a team, overall. They mostly organise their time and setting effectively. They mainly positively engage with children for most of the time. However, on occasion, their deployment in different areas of the premises leads to interactions with children not being sustained as well for short periods of time.
- The childminder has a good understanding of her role to promote children's learning and development. Children start to learn how to do things for themselves. For instance, babies take steps to hold their own drinking cups and toddlers begin to feed themselves. Sometimes, the childminder does not fully consider how to extend children's understanding of their care needs. This includes recognising when to use a tissue and developing skills to manage this.
- The childminder has overlooked updating Ofsted with some required changes in details. This does not have any significant impact on the childminding setting.
- Children have a positive sense of belonging. They see their photographs and 'wow' moments on display, which helps to value them as individuals. The adults

working with children promote their awareness of themselves as individuals and those different to them, such as through activities and resources which reflect diversity.

- The childminder completes regular professional development. She uses techniques gained from training to support children's learning, such as language skills. Where children may need some extra support in their learning, the childminder implements appropriate strategies and works with parents. For instance, the childminder uses picture cards to help support children's communication. In addition, she speaks to parents and signposts them to seek advice from relevant professionals when needed.
- Overall, the childminder engages well with children. She encourages older children to explain their ideas. For example, they chatted about their play with natural resources, such as pebbles and wood. Children used descriptive words to explain what they found on the 'beach', such as 'driftwood'. All ages of children thoroughly enjoy regular group times. They are familiar with songs and rhymes as they enthusiastically play musical instruments, sing along and do the actions.
- Older children confidently make their own choices from the wide range of visible resources. Younger children are included in the varied activities. They show a strong interest in the different sensory media. For instance, babies and toddlers enjoyed splashing in water and exploring sand, which promotes their physical skills. In addition, children build on their muscle strength and coordination, such as when using toddler bikes and low-level slides with steps.
- There are strong parent partnerships. Parents receive a wide range of information and support. This includes activity packs to use at home. In addition, the childminder communicates effectively with other settings children attend. This includes sharing ongoing information about children's learning and progress. This promotes continuity and consistency for children between home and across all settings.

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:

- develop further ways to extend children's understanding of their self-care needs, to help them learn to recognise and manage these for themselves
- organise the daily routines effectively to enhance the support for children so that they receive more consistent, sustained and high-quality interactions during their play and activities.

Setting details

Unique reference number	EY459271
Local authority	Oxfordshire
Inspection number	10335842
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	18
Number of children on roll	14
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2013. She works with a co-childminder and her assistant from the co-childminder's home in Abingdon, Oxfordshire. The childminding setting is open for most of the day Monday to Thursday, all year round except for bank holidays and family holidays. The childminder receives funding to provide free early years education to children aged two, three and four years. She holds a level 3 qualification in childcare and education.

Information about this inspection

Inspector

Sheena Bankier

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 and the inspector discussed how the childminder organises their early years provision, including how she supports children's learning and development.
- The inspector observed daily routines and activities and play experiences indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector held some discussions at appropriate times during the inspection.
- The inspector interacted and chatted to minded children about their play and activities.
- Parents provided written feedback to the inspector about their experience of using the childminding setting.
- The inspector reviewed some relevant documentation during the inspection, including evidence of paediatric first-aid certificates.

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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