

Childminder report

Inspection date: 6 February 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 provides a warm and welcoming home-from-home environment. She nurtures children well, providing them with reassurance when required. For example, she offers cuddles to children when they are unsure of the visiting inspector. Children are otherwise happy and display a positive attitude towards their learning. They confidently access toys and activities that interest them without any assistance required. The childminder actively encourages children to have a go and persevere with tasks, such as putting on coats and shoes. This helps children to develop good independence skills.

Children have strong relationships with the childminder, who knows them well. She plans a variety of activities, inside and outside, that take into account the children's interests. Children are keen to explore the wide range of resources on offer. They display high levels of involvement, remaining at activities for prolonged periods of time. The childminder provides the children with lots of praise during their play, which helps to support emotional well-being. She has a clear understanding of children's current capabilities across the different areas of learning. She also knows how to support future progress effectively. For example, children who currently speak well are supported in developing their vocabulary further by adding descriptive language into conversations.

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

- The childminder demonstrates a genuine love of her work. She gets to know the children and their families well. She takes the children's interests and parents views into account when planning. For example, she builds on children's fascination with vehicles, including these in mathematical activities. The childminder also provides dual-language books to enable children to see and hear the languages spoken in their homes. This helps to keep children engaged in their learning.
- Children are aware of the childminder's expectations and behave well. For example, they know to use pens to draw on paper when seated at the table or on the floor rather than when they are sitting on the sofa. The childminder models positive behaviour choices and expects the children to do the same. For instance, they say 'please' and 'thank you' when appropriate.
- The childminder supports children's language development effectively. She engages in age-appropriate conversations with the children during play, helping them to make correct pronunciations of words when necessary. She consistently helps to extend children's vocabulary and their understanding of new words. For instance, she asks children to pass her 'square' foods when playing in the home corner. This leads on to discussions about shapes and their properties. Children are surrounded by a language-rich environment, which promotes good progress.

- The childminder liaises with other local childminders, and they share information and advice about current practices.
- The childminder has sound arrangements in place to help new children to settle in, and she consider their starting points. For example, children visit with their parents, and the childminder has an in-depth discussion about each child's current abilities, likes and dislikes, as well as any concerns that parents may have. Children then visit at different times of the day to help them become familiar with the setting. This helps to make new children feel safe, secure and happy, which in turn supports the childminder's future planning.
- The childminder provides lots of opportunities for the children to be physically active. This includes time playing on the climbing apparatus in the garden and movement to music inside.
- The childminder has worked hard to ensure that the setting is safe. She risk assesses her premises effectively, as well as off-site visits, such as trips to the library. The childminder works hard to ensure that good hygiene practices are adhered to. However, hygiene practices are not always made clear to children, who need reminding.
- Partnerships with parents are strong. The childminder communicates with them daily, keeping them well informed about their children's learning. For example, she shares photographs and videos of the children's time at the setting. She also provides ideas and advice about how parents can help to support their children to make further progress at home. Parents speak very positively about the care the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in safeguarding children. She ensures that her home is always safe and secure. For example, she has added double locks to doors and checks toys and equipment regularly to make sure they are in good working order. The childminder has completed relevant safeguarding training and is able to identify possible signs that a child's welfare may be a risk. She understands what procedures she should follow should a concern arise. This includes what action she should take if an allegation against herself was made. These procedures are all listed within the childminder's safeguarding policy. The childminder completes regular first-aid training to support children appropriately in the event of an accident.

What does the setting need to do to improve?

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

- support children in fully understanding the importance of following health and hygiene practices in order to learn how to lead fit and healthy lifestyles.

Setting details

Unique reference number	EY484145
Local authority	Oxfordshire
Inspection number	10263651
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 7
Total number of places	4
Number of children on roll	6
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Bicester. She operates from Monday to Friday, 7.30am to 5pm, all year round. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Zoe Abraham

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development and how this is planned for at appropriate intervals.
- The inspector tracked the experiences of children and observed activities and peer-on-peer and adult-child interactions.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views through verbal and written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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