

Childminder report

Inspection date: 4 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder ensures her home is safe and welcoming. Children show they feel happy and secure. They confidently move around the childminder's home. Children understand and follow the simple rules the childminder has put in place to help keep them safe. They learn about acceptable behaviour. For example, children learn not to jump on the furniture and to walk indoors. Children enjoy the childminder's company. They respond positively when she joins in their play and focus well on their learning.

The childminder plans a broad range of learning experiences based on children's interests. She identifies what each child needs to learn next. For example, she recognises when children need extra help to develop their speaking skills. She then helps children develop these skills through her interactions. For example, as children play, the childminder introduces new words and models the correct pronunciation. Children listen carefully and repeat back.

The childminder is keen to develop her practice. Since becoming a childminder, she has made ongoing improvements. For example, she has changed how she sets out resources to enable children to be more independent in making choices about what to do. She now plans to develop further her partnerships with parents and to focus her own professional development more closely on improving her teaching skills.

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

- The childminder wants all children to achieve well. She focuses on helping children develop the skills and attitudes that will best support their future learning. She is very encouraging and patient when children become frustrated because they are struggling to master a new skill. She offers lots of praise when they achieve what they set out to do. For example, as children try to work out which toys will fit into which containers, the childminder says, 'You can do it, you are so clever'. Children smile with pride and carry on trying. The childminder introduces mathematical language as children build towers with blocks and they listen and repeat it back.
- The childminder regularly checks what each child has learnt. She shares this information with parents, for example, through the written progress check carried out on children aged between two and three years. However, the childminder does not provide parents with specific suggestions about how to support and extend each child's learning at home.
- The childminder is attentive to children's care needs and follows thorough hygiene routines. When children are ready, she encourages them to become more independent in meeting their own personal needs, such as toilet training.
- Children learn through a programme of well-thought-out activities. The

childminder ensures that outings complement the teaching that takes place in her home. For example, the childminder helps children develop their physical skills by showing them how to build with blocks and providing toy figures for them to use. She also takes them to nearby parks to use larger equipment and to run and play in open spaces. This helps to effectively support children's all-round physical development. She reads favourite stories to children and takes them to singing groups in the local community. These activities help to build further on children's developing language skills.

- Children confidently choose play resources. For example, they know where to find toy food and utensils. The childminder joins in children's play and extends their learning effectively. She shows younger children how to make pretend cups of tea. Her encouraging nature helps children to focus well on this imaginative game and she is then able to build further on their learning. For example, she introduces new descriptive words. Children listen and then use these words in their game.
- The childminder has a secure understanding of her role in helping children learn. However, her reflection processes are not sharply focused on highlighting areas of her teaching that would benefit from further development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a thorough understanding of the signs that a child may be at risk of harm. She knows what to do if she has any concerns about a child's safety or well-being, including how to share such concerns. She attends regular training in line with the requirements of the Local Safeguarding Children Board. She also completes her own research in order to extend her understanding of wider safeguarding issues.

What does the setting need to do to improve?

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

- focus professional development more precisely on developing teaching skills to an even higher level
- build on existing partnerships with parents to help them support their children's learning at home.

Setting details

Unique reference number	EY546360
Local authority	Oxfordshire
Inspection number	10104919
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Oxford. She operates Monday to Friday from 7am until 6pm, all year round.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector and the childminder completed a learning walk to find out about how the early years provision is organised.
- The inspector carried out a joint observation with the childminder and discussed the quality of teaching and learning.
- The inspector took account of the views of children and parents.
- The inspector sampled some documentation, including the childminder's qualifications.
- The inspector held discussions with the childminder to find out about her knowledge of safeguarding and her plans for supporting children's learning.

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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