

Childminder report

Inspection date: 23 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

Relationships between the childminder and children are warm and sensitive. Children respond very well to the childminder's kind and caring nature. Children look to the childminder for reassurance in new situations. For example, babies snuggle into her on meeting new people. Babies listen to her gentle words and watch her warm smiles. They are soon confident to resume their play and learning. They are developing well into independent and engaged learners.

The childminder knows that all children, including young babies, are capable of and interested in learning. She focuses well on teaching key skills to younger children, such as by supporting their physical and language development. She makes good use of outings in the local community to add further breadth and interest to the curriculum. For example, children visit libraries, shops and play centres. Overall, her teaching is very effective. However, on occasions there are so many resources accessible to children they become distracted when the childminder wants to deliver more-focused teaching.

The childminder is keen to develop her practice and knowledge. Since becoming a childminder, she has successfully established good-quality provision. She now plans to focus her own professional development more closely on improving her teaching skills further.

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

- The childminder understands the importance of children developing a wide vocabulary and becoming confident communicators. She knows that early support for this will prepare young children well for their future learning. When caring for babies, she ensures they are consistently exposed to clear and relevant language, through her own speech, stories and songs. She talks to children about what they are doing. She reads to children and captures their interest well. For example, children point to illustrations in books and listen and respond when she asks them to turn pages. Children show that they enjoy stories. For example, very young children bring books to the childminder and the childminder takes these opportunities to incorporate yet more story times into the day.
- The childminder takes account of the ages and interests of children when making resources available. Children find what is on offer very interesting. For example, babies are attracted to the bracelets and wooden rings that are displayed at a height that means they need to pull themselves to standing to reach. The childminder sets these resources out in this way to encourage movement and to support their physical development. Sometimes the wide array of resources detracts from learning. For example, the childminder planned an

activity to teach babies that items still exist even when hidden. However, she provided so many different textures and materials that babies were distracted and the childminder was unable to focus babies' attention on the intended learning.

- The childminder meets children's care needs very well. She makes very good use of routines, such as nappy changing, to build bonds as well as promoting children's good health. She talks and laughs with babies as she changes them and babies smile and gurgle back. She uses mealtimes to encourage independence. For example, she teaches children to use cutlery. She follows robust hygiene routines to contribute to children's good health.
- The childminder builds very respectful partnerships with parents. She understands that all families are unique. She ensures that her resources and conversations with children reflect this diversity. This helps children feel welcome, safe and secure. She is very inclusive. Through her daily interactions she helps children gain a positive view of the similarities and differences between themselves and others.
- The childminder shows a strong commitment to providing a high-quality service. However, she has not made use of a wide range of opportunities to develop further her understanding of how children learn in order to enhance the quality of the curriculum further still.

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 how to share any concerns about a child's safety or well-being in order to keep children safe. She attends regular training in line with the guidelines from the Local Safeguarding Children Board. She takes effective measures to ensure her knowledge and understanding remain updated.

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 improving teaching skills still further
- make best use of resources to fully support learning.

Setting details

Unique reference number	EY548092
Local authority	Oxfordshire
Inspection number	10108267
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Banbury, Oxfordshire. She offers care from 7am to 6.30pm on Monday to Friday, throughout the year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector completed a learning walk with the childminder 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 parents and children.
- The inspector looked at relevant documentation, including the childminder's qualifications.
- The inspector held discussions with the childminder to find out about her understanding 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.

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 2019