

Childminder report

Inspection date: 8 October 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Leadership requires improvement. The childminder has not complied with the requirement to ensure that Ofsted is notified of all adults living in her home, to ensure that all suitability checks can be completed. However, to date, she has minimised the risks to children by completing Disclosure Barring Service checks for all adults and supervising children at all times.

The childminder is passionate and committed to her role. She places the children at the heart of everything she does. Parents comment that she genuinely cares for the children and they feel valued and welcome. The childminder plans exciting activities which interest and encourage children to learn. Children show high levels of concentration as they play. The childminder offers children many opportunities to explore and investigate. Young children excitedly explored the corn on the cob they had seen growing in the local fields. Children develop their physical skills in preparation for writing. They make marks in paint with brushes as they paint the corn. They discuss the different colours they have made, proudly saying they have made patterns that look like rainbows. Outdoors, children develop their hand muscles when they use tools to explore the mud kitchen and empty and fill a watering can with water.

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

- The childminder is not complying with all requirements of her registration. She has not notified Ofsted of all the people living in her home, to ensure that all required checks can be completed.
- The childminder uses self-evaluation to reflect on her provision and seeks parents' and children's views to strengthen her service. However, she has not made effective use of self-evaluation, as she has not identified the breach in requirements.
- The childminder has good relationships with professionals at schools and other settings that children attend. The childminder shares detailed information about children's development with other settings, to fully complement children's learning.
- The childminder encourages children to complete tasks for themselves and to try again if they do not succeed. This helps children to become independent and resilient, and they are confident learners. They also begin to manage their own self-care needs and learn about responsibility, for example, by helping to tidy away activities and set the table for their snack. This helps to prepare them for when they move on to school.
- The uniqueness and well-being of children are key priorities for the childminder. Children are encouraged to discuss their feelings to help them to understand these. Alongside parents and external support when required, the childminder

works hard to help children to feel emotionally ready for their eventual move to school.

- Children's physical and emotional well-being are at the heart of this experienced childminder's practice. She gives extra value to providing much-needed outdoor experiences for children. For example, she plans visits to a host of interesting places, and attends local groups and parks. This significantly enhances children's good health and wider learning opportunities across all areas of the curriculum.
- The childminder supports young children to develop good communication and language skills. She models new vocabulary to them consistently and sensitively repeats words clearly. The childminder introduces new language and rhymes. For instance, she takes note of children's favourite rhymes at local singing sessions and encourages them to repeat these back to her as they play during activities at home.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. For example, she talks to the children about size, colour and shape. She helps them to count with confidence and match and sort as children play with wooden stacking toys and small-world animals. She makes mental notes for herself, which help her to identify any gaps in children's learning and plan focused activities to ensure their good progress.

Safeguarding

The arrangements for safeguarding are effective.

Although the childminder has not complied fully with the requirements relating to the suitability of adults in her home, she has put arrangements in place to ensure that children are safe, including ensuring that people who are not fully checked are not left unsupervised with minded children. That said, the childminder has a sound knowledge of the signs and symptoms of abuse and where to refer any concerns she may have regarding a child's welfare. She has an up-to-date knowledge and understanding of the 'Prevent' duty guidance. She knows how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all individuals living on the premises are known to Ofsted and that suitability checks are completed.	10/12/2019

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

- make effective use of ongoing self-evaluation to identify breaches in requirements and continually review practice.

Setting details

Unique reference number	EY385073
Local authority	Oxfordshire
Inspection number	10108706
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 March 2015

Information about this early years setting

The childminder registered in 2008. She lives in the village of Bodicote, on the outskirts of Banbury, in Oxfordshire. The childminder works Monday to Thursday, all year round. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector observed the quality of teaching during experiences indoors and outdoors, and assessed the impact this has on children's learning.
- Children and parents provided verbal and written feedback, which the inspector took into account.
- The inspector and childminder completed a learning walk to discuss the organisation of the provision and the curriculum focus.
- The inspector spoke to the childminder and children throughout the inspection.
- The childminder and the inspector carried out a joint observation.
- The childminder provided a sample of documentation, including evidence of her suitability to work with children and evidence of professional development.

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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