

Childminder report

Inspection date: 20 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are extremely happy in the care of the childminder. They enjoy a wide range of activities which support their learning and ongoing development. Children enjoy the toys and resources on offer and play excitedly with and alongside each other. Children are polite and considerate and enjoy imaginative play together. They are learning to take turns well and play amicably together with the dolls and equipment. Children develop good independence skills and know how to dress appropriately for outdoor play. The childminder teaches children how to put on their coats and waterproof trousers, and offers plenty of praise and encouragement.

Children enjoy exploring various sensory materials and resources. They learn to hold pencils and develop their small-muscle skills as they explore with dough and cutters. Children concentrate well and communicate with skill as they talk about the different shapes, marks and letters they create with the dough. The childminder provides very good support to the children as they play. For instance, she talks to them about what they are making and skilfully interweaves questions about what the children are doing to help them build on their vocabulary, listening and understanding skills.

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

- The childminder provides a welcoming and child-friendly environment for the children to play and explore in. She has a wide variety of toys available for the children, which she uses to support their development. The childminder plans a good range of activities, inside and outside of her home, to entertain children while supporting the curriculum. For example, children are physically active as they dance and sing to music, play at the parks and enjoy riding on wheeled toys in the childminder's garden.
- Children enjoy learning about the world they live in. They go out for walks, where they learn about habitats of animals. For example, children learn about how birds live in nests in the trees and feed insects to their babies. Children are developing an understanding of religion and similarities and differences in others. For instance, they go out with the childminder into the community to meet people and enjoy activities that celebrate different cultural festivals, including Chinese New Year.
- The childminder observes and monitors children's development well. She knows how the children are developing in her care and is successful at interweaving children's next steps in learning. The childminder communicates effectively to children and encourages their speaking and listening skills consistently to help them to be clear communicators and be ready for the next stage in their education.

- The childminder has good relationships with parents and together they exchange regular feedback about children's learning and development. She encourages parents to support their children's learning at home. For example, she sends home books that she and the children have borrowed from the library to encourage parents to read with their children.
- Partnerships between the childminder and other early years settings where children attend are positive. The childminder explains that she and the key workers talk to each other about how children have been and mainly focus on children's care needs. However, they do not consistently exchange information about children's development to successfully promote continuity in their learning.
- Children are developing good skills that will help them to stay safe and be independent. For example, children can meet their personal needs, such as toileting and handwashing, and are keen to help tidy away resources, handling them with respect. The childminder has suitable measures in place to protect children when using technology, such as being with the children. However, she has not as yet taught children how to be safe with technology for when they start to use this independently.
- The childminder develops and improves her knowledge in various ways. For instance, she ensures all mandatory training is up to date, including first aid. Furthermore, she advances her knowledge to keep her professional development current and has recently undertaken a training programme to help her learn sign language to develop her skills to communicate with all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She ensures her safeguarding knowledge is kept up to date by regularly reviewing the child protection procedures. The childminder is confident about the signs and indicators that may mean a child is at risk of harm. In addition, she has an effective knowledge of the routes of referral should she have any concerns about a child's welfare. The childminder's home is safe and secure and daily risk assessments are undertaken to protect children's welfare.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children attend to help more precisely identify children's next steps in learning together, and promote greater consistency between the settings
- build further on children's developing understanding of their personal safety to include learning how to stay safe when using the internet and digital technology.

Setting details

Unique reference number	134735
Local authority	Oxfordshire
Inspection number	10065512
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2001 and lives in Didcot, Oxfordshire. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- A joint observation was completed with the childminder to reflect on the quality of teaching and the impact this has on children's learning.
- A sample of documents was viewed, including children's records and evidence of the childminder's suitability and qualifications.
- The inspector observed children's play, activities and interactions with each other and the childminder indoors and outdoors.
- The inspector spoke to the childminder and interacted with children during the inspection.

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 2020