

Childminder report

Inspection date: 6 February 2020

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

Children are happy, safe and well cared for in the childminder's welcoming home. They develop strong bonds with the childminder and with each other. The childminder places a strong focus on building children's personal, social and emotional well-being. She places this at the heart of her curriculum. This helps children, even from a very young age, to learn to value and respect the differing needs of their friends. Children are very polite, respectful and courteous, such as when they play together, when speaking to the childminder and when talking to each other.

The childminder shares stories and songs with children throughout the day. They delight in joining in with favourite stories, which the childminder supports well by including puppets, props and sensory materials. Children enjoy having their favourite song chosen and sung. The childminder's enthusiasm is infectious, and children ask for 'more' as they happily join in with actions and play musical instruments.

The childminder has high expectations for every child and as a result, children have good attitudes to learning. They are curious, inquisitive and keen to take part in all activities. They are happy and enjoy exploring and leading their own learning through play. Children develop their independence skills well. For instance, they feed themselves at mealtimes and put on their own coats and shoes to play outside. The childminder carefully explains to the children how to wash their hands effectively to wash away the germs they cannot see.

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

- Parents provide written feedback about the childminder. They comment that she provides a warm and welcoming home for their children. She has a nurturing approach and their children enjoy going to her home. Parents feel fully informed in regard to their children's progress and the wide range of activities their children experience.
- The childminder reflects on her practice to identify areas to improve children's learning, and meets with other childminders to share ideas to improve her practice. However, her continued professional development is not focused closely enough on what will help her to further improve her good teaching to the highest level.
- The childminder gathers detailed information from parents when their children join the setting. She builds a broad picture of children's home life, experiences and special people. She uses this information effectively to identify what children need to learn next and carefully plans how to support this.
- Children enjoy talking to the childminder about what they are doing. For

example, they chat about the characters in a familiar story and describe what materials feel and smell like. However, on occasion, the childminder does not provide children with as much time as she could to explore their ideas further and build on their learning at an even higher level.

- The childminder has a deep understanding of the children she cares for. She watches them carefully and is closely attuned to changes in their moods. She responds quickly and effectively to their emotional needs and is always on hand with a reassuring cuddle when needed.
- The childminder ensures that children receive a broad range of activities that covers all areas of the curriculum. She monitors the progress that children make. This helps her to swiftly identify any delays in children's learning. The childminder is aware of the need to carry out a progress check for children aged between two and three years.
- Children enjoy regular opportunities for fresh air and exercise. They strengthen their physical development as they engage in ball games and play with water and sand. The childminder ensures children access outdoor play, even in inclement weather. Babies lie on their backs to give them the freedom to kick their legs while gazing at the sky and watching clouds.
- The childminder takes children on regular trips and outings. They attend a range of local groups, where they participate in singing and topic-based activities which help them to learn about people in the community and the world around them. Here, they learn to create relationships with other children, which supports them as they move on to school.
- The childminder understands the importance of promoting healthy eating. She supports parents to provide food that is nutritious. The childminder incorporates opportunities to support children's early mathematics knowledge during lunchtime. For example, children cut up cubes of cheese and identify which piece is the smallest and biggest.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She understands how to make a referral to outside agencies and the process she would follow should there be an allegation made against her or a member of the household. She has a professional approach to her business, such as involving parents in reading her policies before their children start. This helps parents to understand the childminder's safeguarding responsibilities and how she keeps children safe. The childminder completes detailed risk assessments to ensure her provision is safe for children.

What does the setting need to do to improve?

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

- provide children with additional time to think and formulate their own ideas to extend learning even further
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY488093
Local authority	Oxfordshire
Inspection number	10076463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 2
Total number of places	5
Number of children on roll	4
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2015 and lives in Oxford. She operates all year round from 9am until 4pm, Monday to Friday. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the process of self-evaluation.
- Relevant documentation was viewed by the inspector, including training certificates and public liability insurance.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder interacting with children. She assessed the impact of the childminder's teaching on what children know and can do and discussed her observations with the childminder.

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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