

# Childminder report

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Inspection date:

10 March 2020

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## **Overall effectiveness**

## **Requires improvement**

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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

Children are happy and enthusiastic learners. They benefit from positive attachments with the childminder and her assistants which they develop from the outset. For example, the childminder promotes positive partnerships with parents. She talks to them to find out about their children's care and learning needs before they start at her setting. This helps her to develop a consistent approach for children. Children settle in well. This demonstrates that they feel safe and secure in the childminder's home.

Children are well behaved. For example, they listen and respond to instructions well and take turns to go down the slide. Children demonstrate kind behaviour to others, for instance when they congratulate their friends for travelling down the slide correctly.

Children are curious learners. They enjoy exploring the toys and resources available in the environment. They benefit from the high expectations that the childminder and her assistants share for their learning and development. However, on occasion, the childminder and her assistants are not fully effective in delivering the curriculum for younger children during group activities.

The childminder does not have a secure understanding of when to make notifications to Ofsted. For example, she has not informed Ofsted of significant events which could affect the suitability of persons looking after children.

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

- The childminder helps to prepare children for the next stage in their education well. For instance, she helps older children to recognise letters and sounds in their play. Children repeat letter sounds and find them in games that they play with others.
- The childminder's assistant develops children's communication skills well. For example, she makes and sustains eye contact with younger children as she sings songs such as 'Twinkle, Twinkle, Little Star'. Children wave their arms with excitement and babble as the songs are sung to them. Older children enjoy listening to a story together. They hold puppets to represent animals from the story. Younger children show an interest, babbling aloud. However, on occasion, the childminder does not fully consider how the group learning curriculum meets the needs of younger children to ensure that they are fully engaged in story time.
- The childminder talks to children's parents about the progress that children make. Parents report that they are happy with the feedback that they receive. However, the childminder does not complete a written summary for parents of

their children's progress in the prime areas between the ages of two and three years. This is a breach of requirements.

- The childminder supports children's health needs well. For example, she works closely with parents and professionals to gather information about children's dietary requirements. She works with parents to establish foods that children can and cannot eat. She has strong procedures in place to ensure that the food she provides and prepares for children with allergies meets their needs.
- The childminder establishes strong partnerships with a range of professionals. For example, she liaises closely with staff at other settings that children attend. She communicates with these staff well, for example by using a notebook, to ensure that information about children's health needs is shared between settings and parents appropriately. This helps to promote a consistent approach for children.
- The childminder supports children's behaviour well. For example, she identifies situations that, on occasion, lead to children's challenging behaviour. She identifies these promptly during active play and sensitively changes the direction of children's play to help them to manage their feelings and behaviour successfully.
- The childminder supports her assistants effectively. For example, she observes their interactions with children. She gives regular feedback and suggestions about how they can further support children's learning. She coaches her assistants well, for instance by exploring ways that they can support children's behaviour and helping them to develop their understanding of how they interact with children to extend their learning. This is having a positive impact on the quality of education.
- The childminder does not have a secure understanding of when to make the required notifications to Ofsted. For example, she has not informed Ofsted of significant events which may affect the suitability of people who care for children. This means that Ofsted have not had the necessary information available in order to check their suitability. This impacts on children's welfare.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong understanding of their responsibilities to keep children safe. They have a secure knowledge of the signs and symptoms which may indicate that children are at risk of harm. This includes knowledge of radical and extreme views or behaviours. The childminder and her assistants are aware of local multi-agency safeguarding arrangements should they have a concern about children's welfare. They have a good understanding of whistle-blowing procedures and what to do if they have concerns about the conduct of those working with children.

## 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:**

	<b>Due date</b>
provide parents and/or carers with a short written summary of their child's development in the prime areas between the ages of two and three years	10/04/2020
develop a secure understanding of when to make notifications to Ofsted.	10/04/2020

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

- strengthen opportunities to implement the curriculum intent for younger children during group times.

## Setting details

<b>Unique reference number</b>	EY290733
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10137050
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 12
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	17 September 2015

## Information about this early years setting

The childminder registered in 2004. She lives in Bicester, Oxfordshire. She operates from 7am to 6pm, Monday to Thursday, throughout the year. She accepts funding for the free provision of education for children aged two, three and four years. The childminder regularly works with two assistants. She occasionally uses a third assistant. No more than two assistants work with the childminder at any one time. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Lisa Dailey

### Inspection activities

- The inspector talked to the childminder about how she organises the curriculum for children.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and childminder observed and evaluated the quality of the assistant's interactions with children.
- The inspector spoke to the childminder, her assistants, parents and children throughout the course of the inspection.
- The inspector checked evidence of the suitability of the childminder, her assistants and household members.

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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