

Childminder report

Inspection date: 12 May 2021

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

What is it like to attend this early years setting?

The provision is good

The childminder has clear intentions for her curriculum of learning for children. For example, she explains how younger children learn a great deal from spending time with older children, particularly during a time of home schooling. During this time, young children became fascinated with numbers and counting. To feed into this interest, the childminder has found an array of ways to foster children's interest in number recognition and early addition. For example, children bowl balls at numbered skittles and add up how many have fallen. They enjoy completing a clock jigsaw puzzle and identify the number and the colour of each piece as they slot it into place. Children who attend are predominantly from military families and the childminder recognises the crucial importance of helping children to adapt to changes. She plans activities that support them to be confident, adaptable and independent. Children are articulate and talkative. The childminder is developing her teaching to expand on children's communication and language skills.

Children have a strong attachment with the childminder and enjoy close and affectionate relationships with her. They snuggle on her lap for a cuddle when they start to feel tired and include her in their play. Children behave well and are beginning to learn about their feelings and the feelings of others.

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

- The childminder recognises the difficult time children have had during the COVID-19 (coronavirus) pandemic. She focuses on supporting children to be confident to take turns and appreciates that they need to begin to learn as part of a group in readiness for moving on in their learning. Her future planning involves extensive opportunities for children to enjoy group activities outside of the home.
- Astute observations and a deep knowledge of the children and their individual needs help the childminder support children to make good progress in their learning. She communicates effectively with parents to enable them to support children's learning at home.
- The childminder develops children's communication and language skills well. She encourages children to want to talk about things that interest them, such as dinosaurs, and spends time listening patiently. The childminder asks children questions and talks about the daily routine. However, she does not consistently help to expand children's vocabulary and introduce them to new words during activities.
- The childminder plans well for new babies who are starting in her care. She understands that babies have not spent time away from their parents and knows that this is an anxious time for families. As a result, she puts careful planning into how she will support babies by having a longer settling-in period for them.

Older children bring their comfort items with them, such as teddy bears, and the childminder includes them in the daily activities. For example, children enjoy lying on a blanket with their teddy bears, listening to the childminder read them a story all about a bear.

- The childminder helps children to learn about managing their feelings and behaviour. For example, she intends for children to learn that they must be caring towards each other and share toys. Overall, she does this well and children's behaviour is good. However, the childminder frequently tells children to have 'kind hands'. Children do not understand the intention of this phrase and consequently do not make the connection between their behaviour and what is expected from them.
- Rules for keeping safe are clear for children. The childminder teaches them about the reasons for the rules, such as always sitting down while eating and tidying away toys after playing with them. This helps children to learn about safety and they readily do what the childminder asks of them.
- Children laugh often and enjoy their learning. They are confident to try activities and smile when they receive meaningful praise from the childminder. This helps to boost their confidence and self-esteem.
- The childminder has made vast improvements to her setting since the previous inspection. She maintains a methodical and proactive approach to updating her knowledge and skills. She has completed online training, read relevant publications and attended webinars to promote her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her responsibilities to safeguard children. She undertakes ongoing training to expand on her knowledge of how to keep children safe during changing circumstances. The childminder is aware of factors that can increase the risk of harm for children. She keeps accurate records of any low-level concerns about children's well-being and has clear procedures to follow if she has concerns for children's safety and welfare. The childminder understands about the role of her local safeguarding children partnerships and her responsibility in working with other professionals to keep children safe.

What does the setting need to do to improve?

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

- expand on the curriculum for supporting children's communication and language skills to extend and increase their vocabulary
- develop teaching to promote effective ways for children to learn about how to manage their feelings and behaviour.

Setting details

Unique reference number	EY409177
Local authority	Oxfordshire
Inspection number	10121102
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2010. She lives in a village near Bicester, Oxfordshire. The childminder operates from 7.30am until 5.30pm, Monday to Friday, all year round. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at suitable times throughout the inspection.
- The inspector read through written feedback left by parents and took account of their views.

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 2021