

# Childminder report

---

Inspection date: 27 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and relaxed in the welcoming and calm setting. Children form strong bonds with the caring and attentive childminder. They settle quickly and receive plenty of cuddles, reassurance and encouragement throughout the day. This helps children to feel secure and be ready to play. Children gain a good range of skills that will help them in their future. For instance, they understand and follow simple instructions and undertake personal care routines, such as helping with dressing and washing their hands. Babies are inquisitive and keenly watch older children with interest, merrily gurgling and babbling. Children freely access a wide range of resources and quickly make decisions about their play, demonstrating high levels of engagement and concentration on their chosen activity. The childminder facilitates children's play well. She offers suggestions and additional resources to enable children to persist and explore their ideas. Children's physical and emotional well-being are at the heart of the experienced childminder's practice. She gives extra value to providing much needed outdoor experiences for children, particularly those who may be at a disadvantage in this area. For example, children benefit from a well-resourced outdoor play space. They visit local parks and groups, which enhances children's good health and wider learning opportunities across all areas of the curriculum.

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

- The childminder is proactive in continuing her professional development. For example, she attends training on a range of subjects to help her improve what she provides for children. The childminder has established strong partnerships with parents, which contributes towards a consistent approach to meeting children's needs. For example, parents are aware of their children's next steps in learning, which enables them to complement the learning at home.
- The childminder widely supports parents to continue their children's learning at home and to regularly share new information and achievements. Partnership working with other professionals is equally as well implemented and a strength of this setting. All children are moving on in their learning. They gain the skills they need for moving on to pre-school or school.
- Children learn about a wide range of different cultures and festivals. The childminder uses these opportunities to help children learn about other people in the community. Children make various art and craft items to help them learn about cultural differences and customs.
- The childminder provides a wide range of exciting and stimulating activities that support learning in all areas of the curriculum. Children delight in using technological toys and programs on a tablet. They expertly follow instructions which develop their ability to identify colours, numbers and letters.
- Children have opportunities to learn through the natural environment. For

instance, they paint leaves of different shapes and sizes and discuss the seasons. Children are inquisitive as they explore the different textures of the leaves and learn new words, such as 'bumpy', 'furry' and 'crinkly'.

- Children with special educational needs are well supported by the childminder. She meets children's individual needs and makes sure that all children are fully included in every activity.
- The childminder supports children to live a healthy lifestyle. For example, children enjoy a healthy range of food and drinks as well as playing outside daily in the fresh air. The childminder follows good hygiene practices. Children learn to wash their hands effectively, to wash away the germs that they cannot see.
- The childminder assesses children's development well. She is aware of what the children know and can do, and what she wants them to learn next. However, some children's next steps in learning are not as sharply focused as they could be to excel their learning to an even higher level.
- Children have a good understanding of language and demonstrate confident communication skills. Younger children follow simple instructions and use sounds and gestures to make their meaning clear to others. Older children use sentences and learn new vocabulary. For example, they learn about sounds and the letters they represent. However, sometimes, the childminder answers her own questions before giving children time to respond and develop their thinking skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. She knows how to record and report child protection concerns, and how to manage any allegations that may be made against her. She is confident about protecting children from all forms of abuse, including online dangers and extremism. She regularly updates her training and checks relevant websites for any new information and contact numbers for reporting concerns. The childminder continually reviews her procedures and policies to ensure they support her in keeping children safe.

## What does the setting need to do to improve?

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

- place an even sharper focus on children's next steps in learning to help them make even better progress
- give children even more time to think and respond to questions with their ideas and answers.

## Setting details

<b>Unique reference number</b>	EY555430
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10174665
<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 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Berinsfield, Oxfordshire. The childminder provides care from 7.30am to 6pm, Monday to Friday throughout the year, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Chris Lamey

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning and development.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the childminder's interactions with the children.
- The inspector spoke to children at appropriate times 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021