

Childminder report

Inspection date:

8 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are not consistently provided with a curriculum that challenges and extends their learning. The childminder does not plan suitably challenging and enjoyable learning experiences effectively that help all children to make the best possible progress. The childminder is not fully focused on evaluating her and the childminding assistant's teaching skills to improve practice and provide children with rich-learning opportunities. Furthermore, the childminder does not ensure the required adult-to-child ratios are met at all times, and she has not notified Ofsted of changes in the use of her premises. Despite this, children enjoy their time with the childminder, and they welcome her interaction in their play. The childminder provides some learning experiences that children are happy to participate in. For example, children enjoy manipulating the dough and using tools, such as a rolling pin and scissors. This supports their physical development.

Children are happy and safe, and are starting to increase their levels of confidence. Some children in the setting experienced limited interaction with other peers and adults alike, as a result of the COVID-19 (coronavirus) pandemic. The childminder and her assistant have worked hard to settle the children, despite the time the children have had away from the setting and changes in the usual environment. For example, some resources were removed, such as cushions and some craft activities, these have now been reintroduced for the children to enjoy. The childminder and her assistant are kind, nurturing and offer lots of reassurance to help build on children's self-esteem. Children are kind and considerate towards each other. Drop off, settling-in and collection times for children have been restricted. However, the childminder ensures she communicates daily to the parents at the gate.

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

- The childminder does not ensure the required adult-to-child ratios are met at all times. When these ratios are exceeded, the childminder does not provide sufficient time for children to think and to complete tasks that will help extend their learning to the highest level. For example, on the day of the inspection, at times, the childminder and her assistant had seven young children in their care.
- The childminder has not notified Ofsted of the change of the areas used by the children. In addition, she has not suitably risk assessed the new annex and the ability to regulate the temperature to ensure it meets the needs of the children.
- The childminder and her assistant spend time joining in with the children as they play. However, there is little focus on what individual children need to learn next so that activities are coherently planned and children's learning is extended to enable them to reach their full potential.
- Children are happy in the childminder's home. They are developing some skills

needed for their future learning. For example, children learn appropriate hygiene routines, and they are supported to wash their hands at appropriate times, such as mealtimes.

- Parents are informed about their children's progress and are provided with ways to continue their children's learning at home. Their written comments compliment the care and education the childminder and her assistant provide for their children.
- Children display positive behaviour. They learn to share and to take turns to use resources. They listen and show respect to others. Children display good manners as they learn to use 'please' and 'thank you' at appropriate times.
- The childminder has not focused on identifying professional development opportunities sufficiently for her and her assistant to help strengthen their quality of teaching to meet all children's learning needs.
- Children successfully learn about the world beyond their immediate experiences. For example, they learn about a range of different cultural festivals, and they explore the foods which are eaten at these times. This helps them to develop an understanding and respect for those who are different from themselves.
- The childminder and her assistant are sensitive to the needs of babies and of young children. For example, they ensure children have opportunities to rest and have their special comforter ahead of sleep time.
- Partnerships with the local pre-school are secure. The childminder regularly shares information about children's learning with the other settings that children attend. This helps to maintain a consistent approach to children's learning and development while helping to support their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the potential signs of abuse, and they understand the procedures they would follow if they had concerns about a child's welfare. Safeguarding policies and procedures are implemented effectively. The childminder uses these to underpin her knowledge and practice to protect children from harm. Regular training on wider safeguarding issues, such as the 'Prevent' duty, enable the childminder and her assistant to safeguard children from extreme views and behaviours.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure adult-to-child ratios are met at all times	10/08/2021

ensure that effective risk assessment procedures are fully implemented and understood to identify and minimise potential hazards to children when playing indoors and outdoors	10/08/2021
provide children with planned, purposeful and challenging play activities, based on their individual interests, which support their next steps and extend their learning.	10/08/2021

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

- use evaluation to identify professional development opportunities to strengthen the quality of teaching.

Setting details

Unique reference number	EY555030
Local authority	Oxfordshire
Inspection number	10174696
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in a village on the outskirts of Witney, in Oxfordshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She regularly works with an assistant.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector undertook a learning walk with the childminder through all areas of the premises used by the children.
- Parents' views were taken account of through the available written feedback for the inspector.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training records.

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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