

# Childminder report

---

Inspection date:

13 September 2021

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

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

Children demonstrate a strong sense of belonging in the childminder's welcoming environment. They are happy, feel safe and form strong relationships with the childminder and her assistant. Children behave extremely well and are very eager to learn and try new experiences.

Children learn to be confident and independent. They are keen to take responsibility for doing things themselves. For example, older children manage their own personal care, and younger children independently demonstrate regular and thorough handwashing routines. Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. They are excited to join in to high-energy activities and have fun skipping, galloping and moving their bodies, as they take part in action songs. Toddlers follow instructions well, as they shake their hand bells and move in time to the music. Children benefit greatly from hearing songs and rhymes throughout the day. This helps them to build a wide vocabulary that enables them to develop fluent or early communication skills.

The childminder has high expectations for children's learning. Children enjoy a broad curriculum and develop high levels of self-esteem and positive attitudes to learning. Children express their thoughts and ideas confidently. They are knowledgeable and eagerly share what they have learned about birds and insects. This provides children with valuable hands-on experiences to help them understand and embed what they learn about nature.

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

- The childminder knows the children well and effectively monitors their progress. Adults implement an interesting and balanced curriculum that supports children to develop, consolidate and deepen their knowledge and skills. However, on occasion, adults are too quick to suggest ideas and activities. This means children do not fully explore the things they want to play with.
- The childminder positively values and includes children's uniqueness well and displays words in other languages that children speak at home. In addition, she encourages families to share their individual backgrounds. For instance, through bringing in traditional food, to share with all the children. Children demonstrate high levels of confidence and respect for others.
- Children take part in activities that help them to learn about healthy lifestyles, including oral health and eating fruit and vegetables. They are excited to choose, count and add various fruits to their cup, to blend and make a healthy smoothie for snack. Children comment, 'it is very tasty'.
- Parents are overwhelmingly positive and value the childminder. They appreciate

and praise how well the childminder provided ideas for activities at home to continue children's learning during the COVID-19 (coronavirus) pandemic. Parents value the wide range of experiences the childminder provides and state that they are well informed about their child's day.

- The childminder builds effective partnerships with other professionals that support children and their families. She is persistent and knowledgeable in ensuring children's individual needs are prioritised. Adults have a good understanding of how to support children's learning, including those who may need extra help. For example, seeking guidance from professionals if required. Children build their knowledge and skills over time, to prepare them for the next stage of learning, including school.
- The childminder ensures children enjoy daily fresh air and physical play. However, she does not plan her outdoor play activities to maximum effect, to support children who prefer to learn outside.
- The childminder effectively finds out about the experiences the children have at home. She provides new experiences to help children enhance their learning. For example, they enjoy visits from a beekeeper, the fire service and a dental nurse. In addition, children benefit from Zumba, football and music sessions, and trips to museums or wildlife parks. Children take part in random acts of kindness for local families and visit a local care home. This is highly successful in providing children with rich experiences that promote an understanding of people, families and communities.
- The childminder is committed to continually reflecting on and improving her practice. She gathers the views of parents and of children to help her to evaluate the service she provides. The childminder and her assistant complete a wide range of online events and training, that help to develop their knowledge and skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities and follows local safeguarding procedures. She has comprehensive policies with information readily accessible that she shares with her assistant, should they have a concern about the welfare of a child. Adults keep up to date by attending regular training and demonstrate a good knowledge of wider safeguarding issues, such as the 'Prevent' duty and the risk to children being exposed to extremist views. The childminder carries out thorough checks to make sure that the areas of her home that the children access are safe. She holds a current first-aid certificate and knows how to deal with emergencies.

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

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

- enable children to have more time to explore and select their own activities to extend their play and learning as fully as possible
- strengthen the planning of outdoor activities to further support children who prefer to learn and play outside.

## Setting details

<b>Unique reference number</b>	EY439349
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10118700
<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>	1 to 9
<b>Total number of places</b>	14
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	24 July 2019

## Information about this early years setting

The childminder registered in 2011. She lives in Wantage, Oxfordshire. The childminder offers her service Monday to Thursday from 7.45am to 6pm, for most of the year. She is registered to provide free early education for children aged two, three and four years. The childminder has a teaching qualification. She employs assistants to work with her.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk of the play areas and discussed the childminder's intentions for children's learning.
- The inspector observed activities and reviewed the childminder and her assistant's quality of teaching. She jointly evaluated a communication and language activity with the childminder.
- The inspector held discussions with the childminder's assistant and children at appropriate times during the inspection, to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the parents' views through their written comments.

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