

# Childminder report

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Inspection date: 21 September 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 extremely happy and enjoy the time they spend with the childminder. The childminder has worked particularly hard to settle anxious children. All children in the setting experienced limited interaction with other peers, and adults alike, as a result of the COVID-19 (coronavirus) pandemic. Children are offered lots of reassurance from the kind and nurturing childminder, which helps to build their self-esteem. Children happily approach her for reassurance as needed. When children first start with the childminder, she gathers information from parents about children's care needs to enable her to follow their routines from home. This helps to provide consistency for children.

Young children have regular opportunities to read stories and sing nursery rhymes. The childminder ignites toddlers' and babies' interest in reading by using books with flaps, different textures and sounds. She invites them to touch the books and they show great delight in looking at the pictures with her and repeating the sounds the animals make.

Children have good opportunities to explore and investigate the natural world. For example, they enjoy feeding the pet rabbits and learning how to care for them. They enjoy planting a range of fruit and vegetables. Children are excited to see the pumpkins getting bigger and picking the ripened tomatoes.

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

- The childminder assesses children's development well. She finds out what they already know and what they need to learn next to make good progress. For example, she provides resources and plans activities she knows children are interested in. For instance, young children spend time pushing toy emergency vehicles back and forth. The childminder extends their learning by introducing books and talking about people who help to keep us safe. This helps children to be engaged and concentrated learners.
- Current procedures for parents to leave and collect their children at the door mean that parents do not enter the childminder's home due to her COVID-19 risk assessment. This has not had an adverse impact on children's care because the childminder provides verbal daily feedback to each parent. The childminder is passionate about providing a home-from-home experience where children feel content and settle quickly.
- Overall, the childminder places a good focus on supporting children's communication and language skills. She uses effective teaching strategies, including repeating, recalling and questioning, to help to determine children's level of understanding. Children are confident to communicate their ideas. However, the childminder does not consistently give them enough time to think

and then respond to her thought-provoking questions.

- Partnerships with parents are strong. Parents state how pleased they are with the dedicated care their children receive from the childminder. The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's learning, including through electronic means. This includes photos of children at play to celebrate their achievements. The childminder provides ideas about how children's learning can be supported at home. This provides children with good continuity of learning.
- Although the childminder attends mandatory training, such as first aid and safeguarding, she is yet to establish a targeted programme of professional development to consistently improve her knowledge and skills to the very highest level.
- Children learn about diversity and differences beyond their own family experiences. The childminder provides resources that help children to develop a deeper understanding of other communities and cultures. For example, they share stories from around the world and have discussions about other ways of life in different countries.
- The childminder has high expectations of children. For example, they know how to tidy up and understand why this helps to keep them safe. Children feel safe and secure with the childminder and are confident to ask for help. They learn how to manage their emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She keeps her safeguarding knowledge up to date through attending training courses. The childminder can confidently identify the signs and symptoms which may indicate that a child is at risk of harm. She keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. The childminder ensures that children are continuously supervised when in her care and completes daily checks on her home to identify and eliminate any potential risks.

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

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

- allow children more time to process their thoughts and make a response to questions, before providing an answer
- implement a programme of professional development to raise the quality of practice and teaching to the highest levels.

## Setting details

<b>Unique reference number</b>	EY554589
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10143661
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Wallingford, Oxfordshire. She operates all year round from 8am to 5.30pm, Monday, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Amanda Perkin

### 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 her evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took account of these views.
- 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 documentation, including 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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