

# Childminder report

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Inspection date: 27 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 happy, safe and stimulated with the childminder. They enjoy a wide range of challenging activities and show advanced levels of communication and language. For example, toddlers use full sentences and clear words to ask for things they would like and describe what they are doing. Young children use the word 'antennas' in the right context, as they build their pretend caterpillar with large bricks.

Children are keen to learn and take part in well-planned activities. They spend long periods concentrating and listening to the childminder. This is evident as two-year-old children learn to count and sort toy bears into bowls. They are fully engaged as they successfully compare the colours and sizes of the bears. The childminder extends this activity and encourages the children to count to 10 and to sort and match shells and conkers to the corresponding number on the small wooden logs.

Children's behaviour is good. The childminder gives them meaningful praise for their good behaviour and individual efforts, and she supports them to develop a positive sense of themselves. Children feel safe and secure in the setting and parents are confident that this is the case.

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

- The childminder is aware of the potential impact that the COVID-19 (coronavirus) pandemic has on children's learning and development. She has identified that, following the national restrictions, some children need support to develop their social skills. The childminder has worked hard to support children to catch up in these areas. She recognises that children benefit from social interaction and plans experiences to support this, such as going to music groups and the local library.
- Children have good opportunities to be imaginative. They freely express themselves in a wide range of role-play activities. For example, children make pretend cups of green tea for the inspector and are excited to be attending their teddy bears picnic the following day.
- The childminder teaches children about the importance of being healthy and following good hygiene routines. Children know which foods are healthy and wash their hands thoroughly as they sing their handwashing song. Children take an active part in their own self-care. They use spoons to feed themselves at mealtimes and are starting to use the toilet. This helps them to become more confident and independent.
- Partnerships with parents are strong. Parents give positive feedback and appreciate the reassurance and support given by the childminder. The childminder keeps parents informed of their child's progress through daily

feedback. However, the childminder identifies that there is scope to engage parents even more in order to share relevant information and help to support a consistent approach to children's learning at home.

- The childminder knows the children well. She uses children's interests to provide a motivated learning experience. The childminder understands what she needs to do to help them move on to the next stage of their learning. She plans a curriculum that provides children with engaging activities and interesting experiences to help them learn and develop.
- Self-evaluation is used effectively. The childminder successfully reflects on her own abilities and gathers the views of the parents to help her make wider improvements to her practice. She takes part in a range of regular training to further develop her knowledge and skills.
- The childminder uses stories and books to support children's counting and language skills. For example, during a familiar story, she encourages children to count and name the pieces of fruit eaten by the caterpillar each day. Occasionally, the childminder does not allow children time to respond to her questions before she provides an answer. This does not fully support children's thinking skills.
- The childminder provides a varied selection of activities to strengthen children's fingers to support their early writing skills. For instance, children model shapes and letters with gloop, make marks outside with chalk and use simple tools.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

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

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

- develop stronger partnerships with parents to help support children's continuity of care and learning even further
- allow young children more time to think and respond to questions and new ideas.

## Setting details

<b>Unique reference number</b>	EY555166
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10174582
<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 2
<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 Oxford, Oxfordshire. She operates all year round from 7am to 6pm, Monday to Thursday, 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 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 the documentation, including training records and evidence of suitability.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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