

Childminder report

Inspection date: 8 November 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| 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 are starting to increase their levels of confidence. The childminder has worked hard to settle anxious children. Some children in the setting have experienced limited interaction with other peers, and adults alike, as a result of the COVID-19 pandemic. Children receive lots of reassurance from the kind and nurturing childminder. This helps build children's self-esteem.

Children enjoy being creative. They develop the muscles in their hands which help them to use tools confidently and with control. For example, children use tweezers competently to pick up items. In addition, they confidently make marks with chalks. This helps support children to gain the pre-writing skills they need for future learning.

The childminder provides a number of opportunities for children to be physically active. Children love playing outdoors in the well-resourced garden. They learn to concentrate well and practise new skills. For instance, children use a range of tools to stir mud. They learn to safely negotiate the outside area as they ride different wheeled toys.

Children begin to manage their own self-care needs well. Children begin to learn how to put on their own shoes and coat. Children use spoons to feed themselves at mealtimes. This helps them to become more confident and independent.

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

- Children enjoy being independent and are confident to try things out for themselves. For example, children show curiosity as they explore a range of musical instruments on offer. They show delight as they investigate the different sounds they can create with each one. Young babies move their bodies as they take part in action songs, supporting their physical development.
- 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 there is room to engage parents even more, to share relevant information and help support a consistent approach to children's learning at home.
- The childminder has a good understanding of how children learn and develop. She helps children to build on what they know and can do. The childminder provides a carefully planned curriculum to help ensure that children are ready for the next stage in their learning. She assesses children's progress in learning and talks to parents about what their child needs to learn next.
- Children hear a rich and varied range of words as they play. The childminder uses effective teaching strategies, including repeating, recalling and questioning,

to help determine children's level of understanding. Children repeat words and remember them. For example, they remember the names of the different colours they use when drawing pictures. The childminder regularly reads stories and sings songs with the children. She understands how this not only helps their communication and language development, but also helps to build early literacy skills.

- The childminder attends mandatory training, such as first aid and safeguarding. However, she is yet to establish a targeted programme of professional development, to consistently improve her knowledge and skills to enhance her already good practice and raise the overall quality of her provision.
- Children's behaviour is good. The childminder and her assistant give children meaningful praise for their good behaviour and individual efforts, and support 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.
- The childminder develops strategies to support children who speak English as an additional language. She learns key words in the child's home language and uses simple sign language, so that she can communicate with the children effectively. As a result, children are well supported to make good progress from their starting points.
- Children behave very well. The childminder and her assistant have high expectations of children's behaviour and conduct. They teach them effectively about boundaries of the setting, such as being kind to others and treating others with respect.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children, who may be at risk of harm. The childminder and her assistant are alert to possible indicators of when a child may need help and know the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an concern about a child's welfare. She ensures her assistant's knowledge remains up to date. The childminder and her assistant know who to contact if they believe a child may be in an environment where extreme views are being shared.

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
- identify training and development needs to help strengthen knowledge and raise the quality of the provision to an even higher level.

Setting details

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| Unique reference number | 2516437 |
| Local authority | Oxfordshire |
| Inspection number | 10207927 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019 and lives in Kidlington, Oxfordshire. She provides care from 7.30am to 5.30pm Monday to Friday throughout the year, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3 and works alongside 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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out joint observations of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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