

# Childminder report

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Inspection date:

24 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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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

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children gain confidence when they are with the childminder on an individual basis. During these times, children demonstrate that they feel settled, happy and at ease in the childminder's care. Children have clear expectations for their behaviour. Overall, they show they are comfortable as they play alongside each other. For example, children enjoyed making pretend food and drinks with the play kitchen resources. However, at times, when behaviour issues do arise, this can impact on the time and attention given to other children by the childminder. Despite this, children have plenty of positive interactions with the childminder when they are with her on a one-to-one basis.

Children's next steps in learning are sometimes not identified securely enough to help them make more progress. Although the childminder wants children to do well, she does not always accurately identify what children need to learn next. For instance, she sometimes plans learning activities that are too advanced for children's level of development. The childminder understands the importance of promoting children's language skills. She reads books to children and repeats words to them. However, at times, children nearing pre-school age do not hear the correct version of words, to help build on their vocabulary accurately. In addition, sometimes children are asked questions quickly one after another. This does not always allow enough time for children to think and respond or to hear a variety of spoken language.

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

- The quality of teaching is variable. The childminder's teaching and the activities she offers, sometimes do not match the children's learning needs well enough. For example, the childminder understands that some children need support with their communication and language development. However, she has not identified the specific support children need to help them make better progress. Additionally, at times, the childminder plans activities that are too advanced. Although the childminder does interact with children, she sometimes asks them too many questions and does not model some language effectively. This does not provide children with time to think and respond to questions or enable them to more consistently hear good quality language.
- The childminder has developed a more consistent approach to managing children's behaviour. She provides clear boundaries and appropriately maintains these. She gives warnings and provides explanations to children. Sometimes, when more children are present, the childminder spends time trying to resolve conflicts between some of them. This means, at these times, that some children do not receive consistent or sustained interactions to provide more challenge in their learning.

- Partnerships with other settings children attend focus mainly on information about their care needs. There is little information exchanged about children's learning and development. This does not promote continuity in children's learning as effectively as possible.
- The childminder takes children on a variety of outings. This includes visits to local parks, gymnastic sessions, wildlife parks and woodland walks. This helps children develop their understanding of the world. For example, they find out about the care of animals from animal keepers. In addition, gymnastic sessions help children to build muscles and develop their coordination. When caring for babies, the childminder shows a good understanding of the importance of 'tummy time', to help support their physical development. The childminder ensures children follow good hygiene routines, such as handwashing. She offers them healthy snacks, including fruit, and ensures they have access to drinks to help keep them hydrated.
- Since the last inspection, the childminder has been proactive in starting to develop her knowledge and skills. She has been supported by the local authority early years team, who have provided advice and guidance. In addition, the childminder has completed some training and attended webinars, to help her develop more understanding of early years practice. She demonstrates a commitment to continuing her professional development, to help build further on her skills.
- The childminder works closely with parents. The parents and the childminder regularly communicate with each other. This helps the childminder know and meet children's day-to-day needs. For example, whether they will need a nap and any health requirements. The childminder gains feedback from parents, such as through questionnaires. This helps her to understand their views and she uses their feedback to reflect on her setting. Parent feedback is positive. Their comments include that their child is 'very fond' of the childminder and 'loves her time' with her. In addition, parents state the childminder is 'professional' and is 'reliable, fun, and loving'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands how to recognise and manage concerns about children's welfare. She has an appropriate awareness of local procedures should she need to refer any concerns about children. The childminder knows the procedures to take if an allegation is raised about her or a household member. For example, she knows she needs to inform Ofsted and the local authority designated officer. The childminder supervises children to help keep them safe. She uses appropriate safety equipment in her home to help reduce risks to them. The childminder manages the care of children with the family dog well. For instance, she ensures the dog is regularly treated for worms and fleas.

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

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

- develop more understanding of how to support children's communication and language development, to provide more effective teaching, and raise the quality of the curriculum further
- ensure children's learning needs are identified more precisely, to plan and provide teaching and activities tailored to what they need to learn next, to help children make more progress
- take further steps to form partnerships with other settings children attend, to share information about their learning and development, to help achieve greater consistency and support for children's learning
- review how children's needs are met when more children are present, to ensure all children receive consistent and sustained interactions, to help challenge their learning further.

## Setting details

<b>Unique reference number</b>	2594720
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10205329
<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 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	3 August 2021

## Information about this early years setting

The childminder registered in 2020 and lives in Carterton, Oxfordshire. She mainly offers care during school term time, Monday to Thursday from 7am to 6pm.

## Information about this inspection

### Inspector

Sheena Bankier

### 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.
- An activity was jointly discussed by the childminder and inspector and evaluated.
- The inspector viewed some written feedback from parents to take account of their views.
- The inspector observed children's play and routines and interacted with them.
- The childminder spoke to the inspector about her work and discussed her knowledge and understanding of safeguarding.
- The childminder discussed and explained her curriculum intentions 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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