

# Childminder report

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Inspection date:

26 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

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children enjoy their time with the childminder. They enjoy playing together and exploring the toys and resources on offer. However, children do not benefit from a curriculum that focuses as effectively on their learning as on their well-being. This means that although children are happy in their play, they are not being consistently challenged in their learning. That said, children do practise developing skills as they play. They happily play alongside the childminder, listening to what she has to say and learning to play cooperatively. For example, younger children hear lots of useful words and phrases as the childminder makes pretend meals with them. Children listen well when the childminder reads to them. They are learning how to handle books. For example, young children carefully turn the pages and point out pictures that interest them. Not all children benefit from the required progress check when aged two years to ensure any gaps in their learning are clearly identified.

Children show that they feel safe and confident in the childminder's care. They know where to find toys they want. Children build very warm bonds with the childminder and clearly trust her to look after them. They behave well and enjoy helping with daily routines, such as wiping the table for snack time.

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

- The childminder is not ambitious enough for all children's learning. She focuses on providing activities that children will enjoy, without identifying how she can use this interest to extend learning. The childminder does not plan a clear programme of learning for younger children. This limits these children's opportunities to build further on their existing skills and knowledge.
- The childminder identifies some things she wants all children to learn before they start school. However, there is a narrow focus on letters, numbers and colours. The childminder does not consider fully enough other aspects of learning that will also be of benefit to children in their future learning.
- The childminder does not have an accurate understanding of what written assessments she needs to complete. She has not completed the required written checks on all children aged two years. The childminder completes a range of other written records that are not helping her to clearly identify what children can do and what they need to learn next. This contributes to the weaknesses in curriculum planning.
- Although there are weaknesses in planning, the childminder is skilled at making use of spontaneous learning opportunities. This means that children are often learning, just not at the pace or in the order that that is most beneficial. For example, children learn how to use toys creatively and purposefully, and learn how to pour pretend drinks. They enjoy repeating back words they hear and

asking simple questions, such as 'what's that?'

- Children develop a range of useful physical skills. They enjoy piecing together jigsaws and building with block, and use toy knives to cut pretend food.
- The childminder uses routines well to teach a range of self-help skills. This helps children to become independent in meeting many of their own needs. They learn to wash their hands, to feed themselves and to lay the table.
- The childminder is very nurturing. She is very effective at helping children settle and ensuring they feel welcome. This has a positive impact on children's well-being.
- Children learn about the benefits of following a healthy lifestyle. The childminder ensures they have plenty of fresh air and exercise, and promotes healthy eating. She works with parents effectively to ensure snacks and meals are healthy and nutritious.
- Parents speak positively about their children's time with the childminder. They appreciate her kind nature and the warm welcome she offers. However, the weaknesses in some assessment procedures mean that parents do not always receive important information about their child's development.
- The childminder makes use of some training opportunities. However, she has not focused her training and research on keeping her understanding of changes to early years requirements or expectations up to date. The childminder understands well her role in keeping children safe and promoting their well-being. She is less clear about the expectations around her role as an educator.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She ensures her home is safe and secure. The childminder always supervises children closely, identifying times when close supervision is especially important. For example, she sits with children while they eat. The childminder completes relevant training to ensure she is able to identify and respond to any signs that a child may be at risk of harm. She knows how to share any concerns with other professionals, to protect children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
plan and deliver an effective curriculum that clearly identifies what children need to learn next, to build further on what children already know and can do	01/04/2022

develop an accurate understanding of the required written progress checks for children aged between two and three years and ensure these are completed and shared with parents.	01/03/2022
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**To further improve the quality of the early years provision, the provider should:**

- review the use of assessments to ensure they are not overly burdensome, focusing on evaluating learning rather than recording what children enjoy doing.

## Setting details

<b>Unique reference number</b>	133449
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10219668
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

The childminder registered in 1983. She lives in Chipping Norton, Oxfordshire. The childminder offers care each weekday, all year round.

## Information about this inspection

### Inspector

Sarah Holley

### Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views with the inspector, who took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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