

Childminder report

Inspection date:

31 January 2022

Overall effectiveness

Requires improvement

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are generally settled and content. They confidently move around the childminder's home and know where things are. They show that they feel safe. For example, younger children look to the childminder for cuddles when they wake up. Older children know where to find toys and where cups and plates are stored for snack time.

Children can choose from a wide range of resources. They show excitement when presented with different toys. However, the childminder does not consider effectively how she will use these resources to extend learning. For example, on the day of the inspection she had set up some resources to illustrate the Year of the Tiger. However, she was not able to fully explain how she planned to use these to help children learn about Chinese New Year. The childminder does not clearly identify what she wants children to learn next. This hinders her ability to deliver high-quality teaching. That said, children do learn through their own play and their interactions with the childminder. They learn to be independent and to play cooperatively.

Children behave appropriately for their age. They are polite to visitors. Older children are caring towards younger children. For example, they pass them toys and help the childminder settle them to sleep.

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

- The childminder does not fully understand her role in helping children learn. She sees her role as more of a 'care giver' than an educator. She has a narrow understanding of what an effective curriculum might look like. For example, she is unclear how to plan for younger children who are not yet ready to learn about letters and numbers.
- The childminder does not fully consider the different ages of children when offering activities. For example, on the day of the inspection she chose to read a story that was too long to maintain the interest of younger children. She sometimes prioritises matching an activity to a 'theme' rather than clearly identifying what she wants children to learn.
- The childminder sometimes plans activities with specific learning in mind. However, she lacks confidence to extend learning for any length of time. This was illustrated when the childminder planned to help older children find out what happens when mixing different-coloured paints. After a short while, she suggested leaving the activity when children were still showing interest.
- Children are developing their independence. Older children confidently manage many of their own personal care needs. They enjoy helping to set the table for mealtimes. Younger children learn to feed themselves. They confidently help

themselves to toys.

- The childminder does not make effective use of assessments to clearly identify what children need to learn next. Many of the written records she chooses to keep are adding little to her understanding of what children have learned. This hinders her ability to plan effectively for each child's learning.
- The childminder is gentle and nurturing. She follows thorough hygiene routines when changing nappies and gently settles younger children to sleep. She encourages children to eat healthily and ensures they get daily fresh air and exercise. This helps children to learn about the benefits of following a healthy lifestyle.
- Children learn to express their thoughts through their conversations with the childminder and each other. For example, older children enjoy talking about the outings they have been on with the childminder.
- The childminder makes use of her local area to enhance children's understanding of the world around them. For example, she takes children to farms and libraries. However, the childminder does not plan as effectively to help children learn about the wider world and the similarities and differences between themselves and others.
- Parents are complimentary about the childminder. They find her approachable. They report that their children like the childminder and enjoy their time with her. However, weaknesses in assessments mean that the childminder is not well placed to share regular information with parents about their children's progress.
- The childminder makes some use of training opportunities. However, she has not focused her professional development closely enough on developing her teaching skills. This has contributed to the weaknesses in practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures her home is safe and secure and supervises children closely. The childminder knows how to recognise the signs that a child may be at risk of harm. She knows how to share any concerns to protect children. She has an accurate understanding of a wide range of safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies.

What does the setting need to do to improve?

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

	Due date
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plan and deliver a high-quality curriculum that consistently motivates children to learn and that builds effectively on what children already know and can do	31/03/2022
make effective use of assessments, to clearly identify what children need to learn next, focusing on assessing children's progress	31/03/2022
build on existing partnerships with parents, sharing information about children's learning to enable parents to further support learning at home.	31/03/2022

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

- improve opportunities for children to learn about their own and other people's cultures, to strengthen their understanding of the diverse society in which they live
- focus professional development on improving understanding of how children learn and the use of assessments in curriculum planning.

Setting details

Unique reference number	EY480146
Local authority	Oxfordshire
Inspection number	10219848
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 10
Total number of places	4
Number of children on roll	9
Date of previous inspection	11 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in a village near Chipping Norton, Oxfordshire. The childminder offers care all day, Monday to Wednesday, throughout the year.

Information about this inspection

Inspector

Sarah Holley

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 to discuss the childminder's intentions for children's learning.
- The inspector and the childminder carried out a joint observation and discussed the effectiveness of the teaching.
- Parents shared their views and the inspector took these into account.
- The inspector looked at relevant documentation.

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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