

# Childminder report

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Inspection date: 31 January 2022

<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 and demonstrate that they feel safe in the childminder's care. They enter the home confidently and separate from their parents at the door with ease. Children show delight in the activities available to them and clearly enjoy playing with toys that interest them. Children are enthused in a good range of activities and experiences. The childminder fully supports children's learning and has high expectations for them all. For example, when celebrating Chinese New Year, the children enjoy being creative as they explore with noodles and chopsticks. Children enjoy dressing up and sharing stories. The childminder broadens children's understanding of the cultural traditions behind the celebration. For instance, she teaches children that oranges are thought to bring good luck.

Children behave well and learn the valuable skills for sharing and being kind to others. Children demonstrate friendly behaviour as they include the inspector in their role play and pretend to make a cup tea for them. Children are well supported in their self-chosen play. The childminder talks to children throughout play, which helps the children to hear words consistently. However, at times, she does not give children sufficient time to think and respond to her questions. Despite this, children show that they are making progress in their speaking skills.

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

- The childminder is skilled at supporting children with good learning opportunities and provides an interesting curriculum. For example, as children explore noodles and bowls, she interweaves mathematical knowledge to help them learn about quantities, such as 'half full' and 'empty'. The childminder clearly knows the children in her care well. She monitors their progress and targets the next steps in their learning effectively.
- The childminder provides a welcoming and child-friendly home. She plans and provides children with a variety of activities that support their learning and development. Children make choices about their play, and they become engrossed in resources that they have chosen. For instance, they enjoy exploring with a farmhouse, where they learn how to manoeuvre the locks and bolts to open the doors.
- The childminder teaches children good health and hygiene routines. She teaches them the importance of washing their hands prior to eating. She helps children to understand the length of time needed to wash their hands while singing a familiar handwashing song. The childminder provides healthy and nutritious snacks and meals. However, the snack time routine does not consistently support children to understand how to maintain their well-being. For example, at times, some children move around and play with toys while eating.
- The childminder is passionate about building children's awareness of the world.

She includes different festivals into her activities and provides a range of books that develop the children's understanding of celebrations, languages and faiths. Children have good access to a range of stories. They enjoy listening to these and become absorbed as props are added to bring the stories alive.

- Children are developing good social skills as they attend toddler groups and play at parks with others. This helps them to learn how to manage their feelings and teaches them how to behave when with others. Children have good opportunities to be physically active as they climb, run and explore in the childminder's enclosed garden.
- Partnerships with parents are strong. Parents are positive about the care that their children receive. For example, they comment that their children are settled and happy. The childminder keeps parents well informed about their child's day and development. For example, she regularly sends pictures, updates and a termly newsletter home.
- The childminder evaluates her provision well. She frequently records what her reflections are and the strategies she will use to enhance her practice. The childminder is committed to improving her practice and regularly updates her knowledge and training to advance her skills. For instance, she has recently completed training in teaching children Spanish and how to support children's development in 'terrific twos'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children. She knows how to report any concerns she may have about children or adults. The childminder attends regular training and demonstrates a good knowledge of wider aspects of safeguarding, such as the 'Prevent' duty and the risk to children of being exposed to extremist views. The childminder ensures that her home and garden are safe. She carries out daily risk assessments to ensure that all areas are suitable for children. The childminder holds a current paediatric first-aid certificate and has appropriate documentation to record any incidents and accidents as needed.

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

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

- give children more time to put their thoughts into words when responding to questions
- review the organisation of some daily routines, particularly snack time, to help to consistently raise children's understanding of following practices that support their well-being.

## Setting details

<b>Unique reference number</b>	2506651
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10207770
<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 11
<b>Total number of places</b>	5
<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 2019 and lives in Grove, Oxfordshire. She operates all year round from 7am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Tracy Bartholomew

### Inspection activities

- This was the first routine 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk of the play areas and discussed the childminder's intentions for children's learning.
- The inspector observed activities and reviewed the childminder's and her assistant's quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and took account of the parents' views through their written comments.

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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