

Childminder report

Inspection date: 3 February 2022

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 build very warm relationships with the kind and nurturing childminder. They feel very settled in her company. They thoroughly enjoy learning and playing alongside her. For example, children show delight when the childminder suggests looking at a favourite book.

Children know where to find favourite toys and happily make choices about what they would like to do. Children's confidence to make these choices shows that they feel safe and secure in the childminder's care.

Children behave very well. They listen carefully to what the childminder says and follow her instructions, such as when it is time to wash their hands. Children take care of toys and resources. Young children carefully return toys to boxes after use.

Children benefit from a curriculum that meets their needs well and that has a strong emphasis on communication and literacy. They look forward to listening to stories and talking about the characters in books. The successful teaching of this aspect of the curriculum helps ensure children develop a love of books and make good progress with their overall language development.

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

- The childminder understands that knowing lots of words and being confident to use them is very important for children's overall progress. She ensures she speaks clearly and models relevant language during the day. For example, younger children listen carefully as the childminder names animals and makes animal noises. Children enjoy repeating back and laugh as they do so.
- The childminder carefully evaluates what children know and can do. She clearly identifies any gaps in children's knowledge that are preventing them from fully mastering new skills. This enables her to focus her support where it is needed most. For example, she identifies when children can climb the steps on a slide but are still struggling to manoeuvre themselves at the top into a sitting position.
- Children are developing a wide range of physical skills that will be very useful for later writing. They carefully turn pages and lift flaps in books. They carefully stack building blocks.
- Children show they are remembering what they have been taught. This illustrates that the childminder's teaching is effective. For example, children remember how they have been taught to hold an open cup with two hands to manage spillages. They remember favourite stories and can anticipate what they are going to see when they turn a page.
- Children show a positive attitude to their learning. They stay at activities for prolonged periods of time because they find the activities fascinating. This means they have plenty of opportunities to practise developing skills. For

example, children become completely absorbed as they pour and scoop rice. They enjoy listening to the sound it makes and working out how to make sure they do not overfill containers.

- The childminder uses care routines well to continue to build bonds with children. The childminder smiles and talks with children as she changes nappies. She gently reminds children when it is time for a rest and settles them to sleep. This good practice has a positive impact on children's well-being and emotional security.
- Children are safe. The childminder supervises them closely and ensures resources are safe and suitable. However, she is not yet teaching about the appropriate use of technology, to further develop children's understanding of their own personal safety.
- When children also attend a pre-school, the childminder finds out what they will be doing there. She has not yet established a regular two-way flow of information about children's learning with these settings in order to provide even greater consistency in supporting children's progress.
- Parents speak extremely highly of the childminder. They have a clear understanding of their children's progress. They attribute many new skills their children have learnt to the time their children spend with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She attends regular training to keep her safeguarding knowledge up to date. She can recognise the signs of potential harm or neglect. She has an accurate understanding of wider safeguarding issues, such as the risks of children being exposed to radical or extreme ideologies. She knows how to share any concerns and the importance of doing so promptly.

What does the setting need to do to improve?

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

- develop children's understanding of how to use technology safely and purposefully
- enhance partnerships with staff at other settings children also attend, to more regularly share information about children's progress.

Setting details

Unique reference number	2522499
Local authority	Oxfordshire
Inspection number	10215030
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	1 to 10
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. She lives in Benson, Wallingford, Oxfordshire. She provides care all day, Monday to Thursday and occasionally on Fridays, 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views, and the inspector took these into account.
- The inspector looked at relevant documents.

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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