

Childminder report

Inspection date: 10 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children develop warm bonds with the childminder. Children's big smiles on seeing the childminder show they are pleased to see her and that they are looking forward to their day. Children show they feel at home at the childminder's setting. They confidently choose toys and settle to their play. Children behave well. They listen to each other and the childminder and cooperate with routines and requests. Children trust the childminder. For example, they are comforted by her cuddles and reassuring words if they are feeling a little unsettled.

The childminder wants to make learning memorable for children. Children go on regular trips to local woodlands. They engage especially well with their learning at these times. Children are developing a real interest in, and respect for, the natural world. For example, they know to lift logs carefully so as not to disturb what is underneath. They learn it is important to take away litter at the end of the day. The childminder builds on children's high levels of engagement at these times to deliver well-planned learning experiences that support children's all-round development very effectively. For example, she reads stories outside, teaches about good hygiene routines and plans activities to teach children to count accurately.

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

- The childminder is skilled at what she does. She is especially skilled at promoting children's language development. Throughout the day, she models language well, which helps children to build the vocabulary they need to express their thoughts and ideas. Children show they are remembering well what they have been taught. For example, children remember the words the childminder previously used to describe what moss felt like. All children, including children who speak English as an additional language, are developing well into confident communicators.
- Children are developing a real love of books. They happily sit down to listen to stories and are excited to see what might be on the next page. They point out pictures they like and confidently describe what they see.
- The childminder clearly identifies what she wants children to learn next. This enables her to sequence learning effectively. For example, to give young children a good grounding in mathematics, she focuses her teaching on numbers one to five before moving on to higher numbers. Children learn to recite, sequence and recognise these numbers. They learn skills that they can apply to future mathematical learning.
- Children benefit from a curriculum that is planned carefully to help them remember long term what they have been taught. For example, children remember how to use magnifying glasses to study minibeasts because they use

them regularly.

- Children are developing well into curious and inquisitive learners. They enjoy the challenges the childminder sets. For example, children enjoy trying to find real leaves and flowers that look the same as on the pictures they are shown. They carefully look for similarities and differences, and enjoy working with the childminder to decide if they have found a 'match'.
- The childminder keeps children safe. She teaches children to stay close to her when outside her home. Children show a good awareness of road safety. They do not yet have many opportunities to learn about the safe use of technology and the internet, to enhance further their developing understanding of how to keep themselves safe.
- Children have lots of exciting opportunities for physically active play. They enjoy climbing over logs and moving across uneven ground. They learn to put their arms out to help them balance. Children are developing a very positive view of the benefits of a healthy and active lifestyle.
- The childminder uses her strong partnerships with parents to build a full understanding of children's routines. For example, the childminder knows when children attend nurseries on days they are not with her. However, she does not always reach out to staff at these settings, to work together to further support children's learning and well-being.
- The childminder shows a strong commitment to her own professional development. This was illustrated when she completed extensive research before introducing the programme of outdoor learning. She was then able to take this approach, confident she could make the learning enjoyable, exciting and purposeful.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to keep her safeguarding knowledge up to date. She can recognise the signs that might indicate a child is at risk of harm or neglect. The childminder has an accurate understanding of how to report any such concerns to the relevant agencies, to keep children safe. The childminder is aware of wider safeguarding issues, such as the risk to children of being exposed to extreme views. She teaches children to be tolerant and accepting of each other. The childminder undertakes thorough risk assessments to keep children safe in her care.

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 purposefully and safely, to enhance further their understanding of their own personal safety

- build working partnerships with other settings children also attend, to gain an even more comprehensive picture of children's learning needs and progress.

Setting details

Unique reference number	2548559
Local authority	Oxfordshire
Inspection number	10215653
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Abingdon, Oxfordshire. She operates during term time from 8.45am to 2.45pm, Monday to Wednesday, and from 7.45am to 4.30pm on Thursday. The childminder holds qualified teacher status. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the setting.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector accompanied the childminder and children on a trip to nearby woodland.
- Parents and children shared their views with the inspector.
- 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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