

Childminder report

Inspection date: 15 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 feel safe with the childminder. They approach her for cuddles and show that they enjoy her company. Children smile a lot as they play. They settle well when they first start with the childminder. Children have plenty of opportunities to get to know her before they start staying with her regularly. This helps build their confidence to separate from parents and/or carers.

Children benefit from clear and calm teaching about acceptable behaviour. All children, including very young children, confidently cooperate with routines. For example, they know to wash their hands before meals, and to sit at the table when eating. Children are taught how to share and take turns, and show that they are learning to consider the needs of others. This adds to the positive and happy environment.

Children learn as well as have fun with the childminder. This is because she clearly identifies what she wants them to learn during their time with her. The childminder then delivers this teaching very well. Children show that they are learning lots of new words. They enjoy stories and confidently describe what they see. Children learn to use toys and resources purposefully. For example, they carefully use paintbrushes, dipping them in the paint with care and control. Children are prepared well for the next stage in their learning, such as starting nursery.

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

- The childminder understands that being able to communicate effectively is very important to children's overall learning. She ensures that she talks clearly and introduces new and relevant vocabulary as children play. Children are confident to try out new words for themselves, remembering what they have been taught. For example, they point out hats in pictures and then extend what they are saying, describing the hat as 'woolly'.
- The childminder plans individual activities carefully. She wants children to learn accurately, while also having opportunities to be creative. For example, when asking children to paint pictures of penguins, she offers them the correct colours because she wants them to have an accurate understanding of the features of a penguin. Children can then use their creativity in how they use these colours.
- Children show that they are remembering well what they have been taught. For example, young children remember how penguins walk and show this to visitors. They waddle from side to side and keep their arms close to their bodies. Children remember that they painted hearts for Valentine's Day and that this is a way of showing love to special people.
- The childminder wants children to learn about the world around them. She incorporates themes into the curriculum. However, she does not clearly identify

what she wants children to learn about these topics, to ensure they can get the most out of them.

- Children are inquisitive learners. The childminder has successfully created a learning environment that they are keen to explore. She shows children how to use resources purposefully. They then enjoy practising these skills during times of independent play. For example, very young children concentrate and persevere as they squeeze large wooden pegs or stack blocks.
- Children look forward to spending time outdoors. The childminder ensures they can play and learn outside, whatever the weather. On the day of the inspection, children were excitedly splashing in puddles and using the 'mud kitchen' in the garden. They were warm and comfortable in their waterproof coats and boots. The childminder's strong commitment to outdoor learning helps children to gain a positive view of an active lifestyle.
- The childminder plans her day well so she can meet children's care needs effectively. She takes account of when children might need to sleep when deciding when to stay at home and when to take them out and about. The childminder is flexible about where and when children sleep, recognising that good-quality sleep is important to their health.
- The childminder is very committed to her own professional development. Since registration, she has sought out training opportunities and reflected on her own practice. The childminder has reduced the amount of written records she keeps on children's progress. She has evaluated that this has actually enhanced her understanding of what children know and can do. However, the childminder is still recording some information that is not adding to her understanding of what children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently and accurately describe the signs that could indicate a child is at risk of harm. She knows the correct reporting procedures for her local authority and is clear about who she would need to contact about any concerns. The childminder undertakes regular training to refresh her knowledge, including in regard to wider safeguarding issues, such as the potential harm to children from being exposed to radical or extreme views. She vigilantly supervises children in her home and takes effective steps to minimise risks and keep them safe.

What does the setting need to do to improve?

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

- enhance the curriculum further by identifying more precisely the intended learning from some planned activities and experiences

- reflect further on the use of written assessments and planning, to further reduce workload.

Setting details

Unique reference number	2537670
Local authority	Oxfordshire
Inspection number	10215249
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Banbury, Oxfordshire. She provides care from 8am to 5pm Tuesday to Thursday throughout the year, except for bank holidays and family holidays.

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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions 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 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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