

Childminder report

Inspection date: 4 March 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 learn to trust the childminder to take good care of them. Babies respond well to her very kind and gentle nature. Children receive sensitive and effective encouragement and support to help them separate from parents or carers. Babies are reassured by the encouraging words and cuddles offered by the childminder. As babies relax, they grow in confidence to explore resources and make the most of the well-considered learning experiences on offer. Babies and children have lots of opportunities to explore resources that are carefully chosen to help them build further on what they can already do and what they already know. Children develop a positive attitude towards learning, and make good progress, under the nurturing guidance of the childminder.

Babies and children are exposed to a very language-rich environment. They benefit from a childminder who focuses her interactions on giving children the language they need to express their needs and thoughts. The childminder also understands that by explaining what is going to happen next, children will also feel more secure.

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

- The childminder clearly and precisely identifies what children need to learn next. She carefully chooses and organises resources to help her deliver these learning opportunities. For example, she puts baskets of colourful and fascinating resources out to encourage babies with their crawling. She offers sturdy books to babies who are keen to practise turning pages.
- Children benefit from hearing clearly pronounced words and phrases. Babies and young children begin to make connections between words and what they see and do. This has a positive impact on their speech and language development.
- The childminder has a good understanding of how to support children's developing physical skills. She helps babies develop the strength to begin to stand and bear their own weight. She offers interesting resources that babies enjoy holding and passing to her. This helps develop their hand-to-eye coordination.
- The childminder uses assessments well to identify children who may need extra support to make the progress of which they are capable. She shares concerns with parents and offers sensitive help for them to access support from other professionals, in order to help close gaps in children's learning.
- Children show delight and pride in what they can do. For example, babies smile proudly as they turn the pages of books and when they work out what happens when they press buttons on interactive toys. They delight in the praise they receive from the childminder for mastering these skills.
- The childminder prioritises children's emotional well-being when they first start in her care. She works closely with parents to help make this change to

children's routines as smooth as possible. For example, she finds out about children's preferences and interests, so she can make her home feel familiar. On the day of the inspection, babies who were new to her care showed delight at seeing favourite books and toys waiting for them.

- The childminder uses care practices very well to help build bonds with children, as well as to promote their good health. She follows effective hygiene routines. She reassures and smiles to children as she changes their nappies. She gently sings to babies as they fall asleep. Babies and young children respond with smiles and happy babble.
- The childminder takes pride in her role. She wants to offer the children the best she can. She recognises the importance of focusing her own professional development on improving further her understanding of how children learn, to enhance further her existing good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completed regular training to ensure her safeguarding knowledge is up to date. She has a detailed and accurate understanding of the signs that could indicate a child is at risk of harm. She knows how to report these concerns and the importance of doing so swiftly, to keep children safe. The childminder has a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies. She is aware of local and national safeguarding cases and reflects on what those working with children can learn from these.

What does the setting need to do to improve?

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

- continue to build on the use of professional development opportunities to strengthen knowledge of how children learn and build further on existing good teaching skills.

Setting details

Unique reference number	2550573
Local authority	Oxfordshire
Inspection number	10215724
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Banbury, Oxfordshire. She offers care from 7.30am to 6pm, Monday to Friday, throughout the year. The childminder holds a recognised childcare qualification at level 3.

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the quality of education being provided.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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