

Childminder report

Inspection date: 16 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 thrive in a highly stimulating outdoor environment. They spend significant lengths of time absorbed in activities of their own choosing because the childminder and her assistants plan to support their individual needs and interests. For example, young children develop their physical strength as they concentrate while using trowels to dig for worms in the garden. Children gather together with high levels of interest, keen to take turns to hold the worms their friends have found. They compare sizes, talk about different parts of a worm's anatomy and learn that they need moisture to survive.

There is a high priority placed on supporting children's emotional well-being and helping them to develop resilience and independence in readiness for school. As a result, children behave extremely well and show high levels of happiness. Young children know how to use tools, such as hammers, with certainty and safety as they play with wood and natural resources. Equally, children relish sharing experiences with the childminder, her assistants and other children who they form close bonds with from a young age. All children show high levels of happiness. They thoroughly enjoy the ample rich outdoor experiences which help them to learn about the world around them. For example, they help to feed the chickens and collect eggs daily. Older children confidently share their knowledge of the names of different types of eggs as they count and place them in a basket.

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

- The childminder and her assistants monitor children's development closely. They use this information to plan a well-sequenced curriculum to help all children make progress in their learning. They discuss children's achievements and what they need to learn next regularly as a team. As a result, the childminder and her assistants have a good understanding of how to support children's ongoing development. However, at times, adults do not focus on supporting those children who are quieter or less confident to benefit as fully from intended learning. This is both during child-led and adult-led activities.
- Children's behaviour is exemplary. Babies know the routines of the setting and follow instruction exceptionally well. All children play in unison together. They demonstrate a strong interest in what each other is doing. For example, there are lots of cheers of support and laughter as they run behind their friends who are learning to ride bikes. Older children take care of the younger children and help to support their learning, such as by helping them to match the numbered trowel to the corresponding peg.
- The childminder and her assistants are excellent role models for children. They respond to children with warmth and kindness and provide lots of cuddles. They are highly adept at recognising cues which indicate a child is tired or cold, and

they take steps to support their well-being. Children mirror the high levels of respect the childminder and her assistants show them towards others. As a result, they show empathy towards each other and other living creatures. For example, they relish learning how to keep a recent litter of puppies safe.

- The childminder has high ambitions for all children. She and her assistants regularly evaluate the quality of the curriculum. They regularly seek feedback from parents to build into ongoing plans for improvement. They consider ways they can enhance the educational experiences they provide for all children. For example, the childminder recognised that she could better support children's literacy outdoors. As a result, she introduced a cosy area in the barn where children can read together and relax. Children helped to make bookcases out of wooden pallets to store their favourite books.
- The childminder and her assistants provide a language-rich environment. They talk to children constantly and encourage them to express their thoughts and ideas as they play. For example, children compare textures as they mix shaving foam with paint. The childminder and her assistants encourage children to use the language of shape, number and colour as they make marks with stamps made from potato. Children relish singing songs as a group, which helps them to learn how to pronounce letter sounds.
- The childminder monitors the practice of her assistants. She proactively seeks out training and shares her own learning with them. However, she does not fully consider ways she can provide more-focused coaching and support to ensure that teaching is of a consistently high standard. As a result, there are occasions where some children are not consistently engaged in meaningful learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibilities to keep children safe. They are confident in their understanding of the signs which could indicate a child is at risk of harm. They understand the procedures they must follow if they have concerns about a child's welfare. The childminder's assistants are clear about their responsibility to make sure that the childminder follows up on any concerns they raise correctly. The childminder and her assistants provide a safe and secure environment for children to play in. They demonstrate a good balance of allowing children the freedom to explore the ample outdoor space and resources while keeping a watchful eye to ensure their safety.

What does the setting need to do to improve?

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

- review the delivery of the curriculum to consider ways in which all children are consistently absorbed in meaningful activities and benefit fully from the intended

learning

- focus coaching and training opportunities for assistants to raise the quality of teaching to support children's learning and development to the highest level.

Setting details

Unique reference number	2599931
Local authority	Oxfordshire
Inspection number	10230829
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	18
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2020 and lives in Chipping Norton, Oxfordshire. She operates all year round from 8am to 6pm, Monday, Tuesday, Wednesday and Friday. The childminder has a relevant childcare qualification at level 3. She works regularly with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carla Roberts

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting in writing, which the inspector took account of.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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