

# Childminder report

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Inspection date:

21 March 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children receive a warm welcome from the kind and gentle childminder. Children show enthusiasm for being there and excitement at seeing the other children. They show initial excitement for the resources and toys available. For example, they push wheeled toys up and down the room, stopping at the pretend shop to gather fruit. However, over time children begin to lose interest in the resources. At these times, children need lots of support to join in with activities and to use resources with care. This takes up a lot of the childminder's time and has an impact on the attention she can give to other children, including babies. For example, babies who are settled are left to explore resources on their own and have fewer interactions from the childminder. That said, they are supervised closely, kept safe and show they are content. Children receive positive interactions, when they are one-to-one with the childminder. For example, babies babble and smile with the childminder at nappy changing time.

The childminder's plans for children's learning are too vague for her to be able to plan an effective curriculum. For example, although she identifies that she wants some children to learn more about counting and numbers, she is not clear about what mathematical skills they need to learn next. As a result, her teaching is not focused enough to engage children well, or to help them build consistently on their existing knowledge. Children hear a lot of language, but conversations are, sometimes, too rushed to best support children's language development.

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

- The childminder does not have a secure enough understanding of how to plan and implement a curriculum to do so effectively. She creates a home-from-home, welcoming environment and wants children to be happy. Beyond this she does not plan well enough how she will support and extend children's learning.
- Older children talk confidently as they play. They ask for what they need and make their views known. The childminder listens to children and answers their questions. However, the childminder does not model enough new words to fully extend children's vocabulary. She does not spend enough time focused on babies, to interact in ways that support their developing use of language.
- The childminder does not always introduce activities clearly enough, so that children know what they are going to be doing and are interested to join in. For example, the childminder is not able to persuade children to roll cars and look at numbers because children do not understand what they have to do. Children are not helped to sit and settle before the childminder starts to read stories and children quickly wander off. This leads to limited opportunities for children to learn to focus well on their learning.
- Children show they are developing a positive attitude towards an active lifestyle.

They are excited from the moment they arrive because they know they will be going to the park later. At the park, children explore the equipment with enthusiasm, they run about excitedly and laugh as they do so.

- Children show age-appropriate levels of independence in managing their own personal needs. This promotes both their independence and their good health effectively. For example, children learn to wash their hands and the childminder works closely with parents to support toilet training.
- The childminder treats all children with equal respect and courtesy. However, she has not considered how to introduce children to age-appropriate experiences, that help them gain a positive view of diversity. She relies on resources and pictures placed around the room, such as pictures of children in national dress.
- The childminder has attended some training and been supported by the local authority early years team. However, this has not been fully effective in helping her gain an accurate understanding of her role in delivering an effective curriculum.
- The childminder completes the required progress checks when children are aged between two and three years. She also completes other written observations and takes photos of the children. However, these are used to provide parents with a memento of their child's time with her, rather than a focus on clearly evaluating children's progress and planning for the next steps in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She supervises them closely in her home. She undertakes the necessary training to keep her safeguarding knowledge up to date. She is able to recognise the signs a child may be at risk of harm or neglect and knows how to share any concerns, to protect children from harm. She has a secure understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
identify clearly what children need to learn next, using this information to plan and deliver an effective curriculum, that builds consistently and securely on what children already know and can do	16/05/2022

support children's communication and language development more effectively, so children are consistently helped to learn new words and develop their speaking skills.	16/05/2022
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**To further improve the quality of the early years provision, the provider should:**

- improve opportunities for children to learn about their own and other people's cultures, to strengthen their understanding of the diverse world in which they live
- review the use of written developmental records, to ensure they are not overly burdensome, to allow more time to plan for and assess children's learning.

## Setting details

<b>Unique reference number</b>	133376
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228247
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	30 September 2016

## Information about this early years setting

The childminder registered in 1995. She lives in a village near Abingdon in Oxfordshire. The childminder offers care all day, Monday to Thursday, 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 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 children and evaluated the quality of education being provided.
- Parents shared their views.
- The inspector accompanied the childminder and children on a walk to a nearby park.

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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