

Childminder report

Inspection date:

28 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

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

Although children take part in a broad range of activities, these are not always planned as well as possible to support their learning. As a result, although children have lots of fun, they are not consistently challenged to build further on what they already know and can do. Children do learn some useful skills through their play and during the routines of the day. They learn to put on their shoes and wash their hands. They learn to use tools for a purpose. Some children are confident to ask questions and share what they know about favourite topics. For example, children enthusiastically talk about what they know about dinosaurs and ask for the names of ones they do not know.

Children behave typically for their age. They are often lively and active. But they listen to what the childminder says and enjoy the responsibility of helping with tasks, such as helping feed pets and carry food outside for snack.

Children show they enjoy being with the childminder and other children and that they feel safe and secure. They benefit from being cared for by a childminder who is gentle, kind and nurturing.

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

- The childminder identifies some overall aims for children's learning. For example, she wants children to develop independence and to be confident to make their needs known. However, she is not precise enough about what she wants children to learn next. This means that, while children thoroughly enjoy the resources and activities on offer, they do not benefit from consistently effective support to best help them build on this interest to learn new skills and gain further knowledge.
- Children have plenty of opportunities to practise age-appropriate self-help skills. They confidently put on their own shoes, wash their hands and begin to manage their own toileting.
- Weaknesses in planning mean that children do not learn at the pace or in the order that is most beneficial for them. However, they are consolidating some existing skills and knowledge through their conversations and play with the childminder. For example, they refine their digging and collecting skills as they play in the mud. They learn to make connections between different parts of their lives as they feed the childminder's pets while talking about their own.
- Overall, the childminder encourages children's developing language skills effectively. Children enjoy talking as they play and ask questions of each other and the childminder. However, sometimes, more-confident children dominate conversations and are not discouraged from talking over other children. This means that some children have fewer opportunities than others to contribute to

conversations to further extend their developing vocabulary.

- Children show enthusiasm for the resources and toys available. This is helped by the fact the childminder knows the children well and puts out resources she knows they will like. However, children do not find the way they are used or presented stimulating enough to ensure they focus and engage consistently well without a lot of support from the childminder.
- The partnerships the childminder builds with parents are a real strength. Parents report how fond their children are of the childminder. They praise the care the childminder shows the whole family. They praise the support and kindness she offers when they have concerns about their children's development and how effective she is at helping them get extra support from other professionals.
- Children show a positive attitude to a healthy and active lifestyle. They enjoy running and playing energetically. They are happy to make choices from the different fruits on offer for snack. They enjoy eating these alongside the childminder, who uses this opportunity well to discuss healthy eating and the importance of looking after their teeth.
- The childminder makes some use of training opportunities. For example, she has completed training to help her promote children's oral health. However, she has not focused her professional development on keeping her knowledge of changes to expectations in regard to her role as an educator up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has detailed and accurate knowledge of the signs a child could be at risk of harm. She knows how to share any such concerns, to keep children safe. She has a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views of ideologies. The childminder supervises children closely and provides children with a safe and secure environment within her home.

What does the setting need to do to improve?

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

	Due date
focus professional development on improving understanding of an effective curriculum and role in supporting children's learning.	01/06/2022

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

- improve the planning and delivery of educational programmes, to make better use of children's interests and existing skills and knowledge to extend their learning and help them focus well on their learning
- improve arrangements for engaging all children in conversations and discussions, so that children learn about the importance of listening to others and taking turns to talk.

Setting details

Unique reference number	EY452034
Local authority	Oxfordshire
Inspection number	10228729
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	3 to 10
Total number of places	5
Number of children on roll	14
Date of previous inspection	6 October 2016

Information about this early years setting

The childminder registered in 2012. She provides care in Bloxham, Oxfordshire. The childminder works from 7.30am to 6pm Monday to Thursday, term time only. The childminder receives funding to provide free early education to children aged three and four years.

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 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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