

Childminder report

Inspection date: 7 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Plenty of love and nurturing allow children to thrive and form secure relationships with the childminder. Children are well mannered and polite. They respond to each other and the childminder, saying 'please' and 'thank you'. The childminder gives consistent messages about the high expectations she has for children's behaviour. For example, children know they need to tidy away activities before they can move onto the next one. They behave very well at the childminder's home.

Children are becoming independent and the childminder supports this well. For instance, younger children eagerly try to peel their fruit without help. The childminder encourages them and praises them for their achievements.

All children enjoy exploring stories with the childminder, as well as accessing books independently. This helps to develop their literacy skills. The childminder supports children's mathematical development. Children have fun counting and sorting, and they recognise numbers. For example, they are able to tell the childminder that if you turn the number six upside down, it turns into the number nine. Children have good opportunities to be imaginative. They freely express themselves in a wide range of role play activities. For example, children pretend to be going to a party. They dress up in 'fancy' clothes and make a pretend cake.

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

- The childminder demonstrates a genuine enjoyment of her work. She has worked hard to communicate well with parents and children throughout the COVID-19 pandemic. For example, the childminder delivered activity packs, shared her resources and remained in contact with the children and parents, at what many describe as a difficult time.
- The experienced childminder knows the children well. She uses their interests to provide a motivating learning experience. The childminder understands what she needs to do to help children move on to the next stage of their learning. For example, she plans a curriculum that provides children with engaging activities and interesting experiences to help them learn and develop.
- Children develop healthy lifestyles in the childminder's care. They benefit from regular visits to local parks where they enjoy fresh air and exercise. This supports children's physical development. The childminder involves children in growing food, which helps to support their understanding of where produce comes from. Children tell the inspector how they love tending to the allotment and exploring the fairy garden.
- Overall, the childminder supports children's language development well. She talks with the children, develops their vocabulary, and helps them learn to pronounce words correctly. However, on occasions, she does not consistently

give children time to think and respond to questions asked, to strengthen their development even further.

- Partnerships with parents are strong. Parents leave glowing testimonials and appreciate the reassurance and support given by the childminder. For example, the common theme in their feedback is that she is an extension of their own families, being a 'trusted', 'nurturing' and valued childminder.
- The childminder enhances her knowledge. In addition to mandatory training, she has kept herself up to date with recent changes to the early years foundation stage and has undertaken some further professional development. For example, the childminder has accessed training to extend her knowledge of food allergies and intolerances. She ensures that her assistant, who works with her on an ad-hoc basis, also remains up to date and they attend some training together.
- The childminder supports children with special educational needs and/or disabilities well. For example, she monitors their development closely and provides specific activities to support this. The childminder has developed strong partnerships with other professionals to ensure that children get the required levels of support. Children make good progress.
- Children are learning about the language of feelings, using resources and books. The childminder supports children to understand why they may be feeling a certain way. This helps them to feel confident and supports their emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date, and is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder ensures her assistant, who works with her on occasions, also keeps her knowledge up to date. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- allow children more time to share their own knowledge, think through their ideas and respond to questions they are asked, to maximise their learning.

Setting details

Unique reference number	EY481994
Local authority	Oxfordshire
Inspection number	10219877
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Carterton, Oxfordshire. She operates Monday to Friday from 8.30am to 5.30pm during term time only. The childminder provides funded early education for two-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.

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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