

Childminder report

Inspection date: 20 May 2022

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 have warm and positive relationships with the childminder and her assistant. They feel safe in her home and are able to express their feelings and ideas freely. The environment is well resourced to support the curriculum. For instance, children enjoy a themed activity of food tasting that gives them opportunities to have a go at creating a wrap. However, at times, activities are not inclusive enough to ensure that younger children have opportunities to share their thoughts and ideas to extend their language development further. The childminder and her assistant work well together and offer plenty of opportunities for children to have a go at getting themselves ready for outdoors. Children know what to expect and respond with enthusiasm to instructions to tidy up. When children succeed at a task, the childminders and her assistant are swift in recognising this with praise. This warm and responsive attention to children's achievements is consistent throughout their time here. As a result, children's growing self-confidence and their willingness to keep trying are well supported. Children behave well and demonstrate a positive attitude overall. The progress in some areas of their learning is evident. However, at times, the childminder does not implement activities effectively to build on what children already know and help them make consistently good progress in all areas of their development.

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

- The childminder and her assistant know the children very well. They are aware of how to support children with special educational needs and/or disabilities and those who speak English as an additional language. However, they do not always use this information to precisely plan for children to make the best possible progress. For example, at times, younger children in high chairs have little opportunity to share their ideas with older children sitting at a table. Younger children also miss opportunities to actively participate in the group activity set out to support sharing and turn-taking.
- Children develop good listening skills. When they take part in an activity exploring food tasting, the childminder encourages children to listen and follow instructions. Children join in well and demonstrate how they are learning to anticipate what to do next. However, these tasks are not always planned effectively to build on their physical skills, such as in the use of tools.
- There are plenty of opportunities for children to participate in planned activities. However, on occasion, the childminder completes tasks that children could manage themselves with appropriate tools. For example, children find great difficulty using plastic knives to cut some cooked chicken. The childminder cuts this for the children and does not encourage them to think and problem-solve. Children do not have consistent opportunities to be independent and develop their own ideas.

- The childminder does not identify opportunities to extend the younger children's language skills. She does not always focus clearly on what the younger children need to learn next and plan fully inclusive experiences to help to prepare them for the next stage of their learning.
- Children build close attachments to the childminder and her assistant. They enjoy being in each other's company and have positive relationships. Children often go to the childminder for a cuddle when they need support or reassurance.
- The childminder uses daily routines, such as getting ready for the outdoors, to teach children. For example, she asks children to have a go at getting themselves dressed in outdoor clothing. Children show their developing skills and are willing to have a go and keep trying. They know where to find their belongings and try hard to put on their outdoor clothing before going out to play.
- The childminder identifies some gaps in learning appropriately and gives children targeted support to help close these. For example, older children practise writing their name in preparation for the next stage of their learning.
- Although the childminder's assistant attends training, this has not been evaluated effectively to ensure that it is having an impact on the quality of the provision. For example, recent online training has not been fully embedded into their daily practice or used to update their knowledge.
- The childminder regularly reviews her own practice and identifies areas she wants to strengthen further. She undertakes training to help her to continually develop the provision. However, she fails to identify all weaknesses in her assistants' knowledge and skills. For instance, her assistants do not have up-to-date knowledge of some aspects of their role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection matters and wider safeguarding issues. She is aware of the signs and symptoms of abuse and neglect. The childminder knows how to recognise if children are at risk of being exposed to extreme views or behaviour. She knows the signs and symptoms that raise concerns about children's welfare. The childminder has clear procedures for reporting any such concerns to her local safeguarding partners. The childminder keeps her home safe and well maintained and ensures that it is safe for children to play. For example, the safety gates around her home prevent younger children from climbing the stairs unsupervised.

What does the setting need to do to improve?

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

- improve the implementation of activities to help to ensure that children's

experiences build effectively on their next steps and help them to make consistently good progress

- improve the quality of interactions with younger children, to encourage them to share their thoughts and ideas and extend their communication and language skills further
- use information gained from observations of children's physical skills more effectively to assess what they know, understand and can do, to support their continued learning
- establish more effective arrangements for staff training and development and the evaluation of practice, to help to ensure that staff's skills and knowledge remain up to date.

Setting details

Unique reference number	EY447497
Local authority	Oxfordshire
Inspection number	10228678
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	1 to 8
Total number of places	9
Number of children on roll	16
Date of previous inspection	7 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Shrivenham, Wiltshire. She operates all year round from 7am to 6pm, Monday to Friday. The childminder works with two assistants, one of whom holds a relevant qualification.

Information about this inspection

Inspector

Christine Wilkinson

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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing, and the inspector observed the interactions between the childminder, her assistant and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views on the setting.

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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