

# Childminder report

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Inspection date: 1 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and confident in the childminder's care. She supports their well-being effectively and provides lots of cuddles. French speaking is at the heart of the setting. The childminder speaks to the children, mixing English and French fluidly. As a result, children are bilingual. Children show high engagement levels and have a can-do attitude. The childminder supports them to take risks, helping them to become confident in their physical development. For example, children attempt to use a firefighter's pole with support. After the fourth attempt, children giggle with excitement as they manage this skill themselves. Children are developing resilience and take pride in their achievements.

Children's independence and confidence in social situations is strong. For instance, they happily make up games and talk to others at the park. Children behave well and understand about taking turns. When they would like to use a bicycle, they ask for their turn and decide between them how many minutes they will wait. This leads to a positive and respectful culture.

Children have a strong understanding of how to keep themselves safe. For example, when using the bicycles, the children respond quickly when asked to stop. They understand not to ride on the road and confirm this to the childminder with a 'pinky promise'.

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

- The childminder knows how children learn. She understands how to provide activities that support them to develop specific skills and knowledge. For example, when children do not have an interest in drawing, the childminder offers them other activities to strengthen their hand muscles, such as water shooters. However, the childminder does not consistently make the best use of observation to identify when individual children would benefit from slightly more challenge to build on what they already know.
- Parents discuss having strong bonds with the childminder and are delighted that she speaks French with the children. They report that their children are always happy. The childminder knows the families well and supports them with additional care arrangements when needed. Although parents are very appreciative of the regular updates they receive, these tend to focus on what the children have done each day. They do not generally provide information about children's learning and development to help parents understand what their children need to learn next. Similarly, the childminder does not have fully effective arrangements to share information with other settings that children attend.
- The childminder promotes children's imaginations and creativity well. Children

are confident in sharing their ideas. For example, they explain how a rocket goes up straight into the sky. When asked where it goes, they share that they do not know but that they will find out when they buy a ticket to go on a rocket.

Children's curiosity, enthusiasm and the good knowledge that they are developing, helps them to be ready for their next stage in learning.

- Children ride balance bicycles, climb frames, run down hills and go down slides with confidence. They are developing strong independence. For example, they persevere when mastering a new skill, such as getting on the bicycles. However, they are also confident enough to ask for help when needed. This shows that children's physical and personal, social and emotional development is strong.
- Children behave well and begin to understand right from wrong, with support from the childminder. The childminder also teaches the children about keeping themselves safe. For example, when children collect sticks on a walk, the childminder talks with them about the sticks being sharp. Children recognise that they are not safe to play with. They choose to put them with other previously collected sticks in a pot, referred to as the 'stick plant'.
- At the time of the inspection, the childminder did not hold a valid first-aid certificate as required. However, she had identified that her qualification had lapsed and taken action to address this prior to the inspection. She was able to provide evidence that she has booked on to the next available course. She retains a knowledge of the action to take in case of an accident and, therefore, there is currently no impact on children's well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are robust and children are able to keep themselves safe from harm. They constantly talk about making good choices. The childminder is knowledgeable about safeguarding issues, including female genital mutilation and radicalisation, and knows how to spot the signs of these. The childminder understands her role in safeguarding children, completing regular training to keep herself updated. She is confident in where and how to report any concerns, including the process to follow should an allegation be made.

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

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

- continue to improve the arrangements to share information with parents and other settings to provide the best possible continuity in children's learning
- make better use of ongoing observation to target activities as precisely as possible to build on what the children know and can do.

## Setting details

<b>Unique reference number</b>	2569817
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10239532
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Abingdon, Oxfordshire and is open Monday to Friday, from 7am to 4pm, all year round. The childminder provides funded early education for children aged three and four years. The childminder is French speaking and French is used daily.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the setting and discussed the arrangements to keep it safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.

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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