

Childminder report

Inspection date: 20 June 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and feel safe. They enjoy their time in the childminder's care and demonstrate a positive attitude to their play and learning. Children thoroughly enjoy being outside in the fresh air and playing in the garden. They develop their hand-to-eye coordination skills as they learn to throw and hit balls or large shuttlecocks with bats. They practise handling tools as they dig in the sand and mud and they negotiate space on wheeled toys. Children are interested in a variety of activities that help to develop their creativity and imaginations. For example, children enjoy pretending to cook. They mix mud, water and flowers together in the outdoor play kitchen and comment that they have made 'tomato soup'.

Children demonstrate their growing independence as they put on their own shoes to go outside and make choices about their play in the well-resourced environment. Children behave well. They learn good manners, to share and take turns with support. Children make decisions about what they want to do and move freely between the indoor and outdoor areas. Overall, children engage well during song and story sessions that are familiar to them. Children make good progress in their learning and development.

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

- Since the last inspection, the childminder has made positive improvements to her professional development and the focus of the curriculum. Activities are now coherently planned towards the children's individual learning.
- Although the childminder provides a good range of opportunities for children to explore their interests, she does not consistently make best use of these experiences to challenge the most able children's critical thinking and problem-solving skills even further. Despite this, children develop a wide range of skills in readiness for the move to the next stage in their education.
- The childminder encourages children's curiosity. She confidently recognises what children can do and what they need to know to make progress. However, on occasion, the childminder does not think carefully about the learning intentions, particularly for younger children, during planned activities. As a result, older children quickly answer all the questions, and younger children are not fully engaged in their learning.
- The childminder successfully broadens children's experiences beyond the home to help them respect the diversity of others and visit places around the local community. For example, they enjoy outings to the farm, the wildlife park and to visit the childminder's horses. This promotes opportunities for children to socialise with others and learn about the world around them.
- The childminder and her assistant encourage children to understand the

importance and benefits of good oral hygiene. For example, children learn how to brush large models of teeth and consider the benefits of healthy eating. This supports children's physical well-being and their understanding of how to lead a healthy lifestyle.

- The childminder helps children to understand how to keep themselves safe. For example, children learn to follow instructions, such as sitting at the table to have their meals. They learn road safety as they walk to the local pre-school to collect other children.
- The childminder regularly speaks to parents about the children's day and care routines. She also uses an app to inform them about events and activities. She sends summaries and photographs to demonstrate children's ongoing development. Furthermore, the childminder seeks parents' views through discussions and written feedback. Parents say that their children love attending. They have particularly noticed how well their children's language is developing. One parent reports that the childminder provides 'a superb home-from-home environment' and they 'would not hesitate to recommend the childcare'.
- The childminder enjoys her role and reflects well on her practice. She works effectively with an assistant, which supports her to share ideas and monitor the effectiveness of the activities on children's learning. The childminder completes many useful courses to develop her skills and enhance her knowledge. For instance, she recently completed training on speech, language and communication to help support the language experiences for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She demonstrates a secure safeguarding knowledge. She knows how to recognise the signs that may indicate children are at risk of harm, including extreme views and radicalisation. The childminder has clear procedures to act on any concerns about a child's welfare. She understands the importance of making prompt contact with relevant agencies or professionals. The childminder and her assistant attend important training, such as paediatric first aid and safeguarding. They supervise the children well and ensure the home and garden are safe and secure for children.

What does the setting need to do to improve?

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

- focus on younger children's individual learning intentions more carefully during planned activities and increase opportunities to keep all children engaged
- make the most of existing opportunities to further challenge older or most-able children's thinking and problem-solving skills to take their learning to a higher level.

Setting details

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| Unique reference number | EY555030 |
| Local authority | Oxfordshire |
| Inspection number | 10198317 |
| Type of provision | Childminder |
| Registers | Early Years Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 2 to 6 |
| Total number of places | 12 |
| Number of children on roll | 11 |
| Date of previous inspection | 8 June 2021 |

Information about this early years setting

The childminder registered in 2018 and lives in a village on the outskirts of Witney, in Oxfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She regularly works with an assistant.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living and working on the premises. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector spoke to one parent and took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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