

Childminder report

Inspection date: 20 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 relaxed in the childminder's home. They show they are pleased to see her and enjoy telling her all their news. Children are confident to explain to the childminder what they need and why. For example, children explain they would like a chair to sit on because their legs are a little bit tired. Children show they trust the childminder. For example, they look to her for reassurance when they see the inspector. Children respond to the reassuring words and explanations from the childminder by growing in confidence to talk to the inspector. Children are polite and well mannered. They behave appropriately for their age.

Children benefit from being looked after by a childminder who knows them well and makes accurate assessments about what they know and can do. The childminder uses this information effectively to plan a curriculum that meets children's needs well. Children, including those who need a little extra support, progress very well during their time in the childminder's care. As a result of the childminder's effective teaching, children progress especially well with their communication skills. Children learn to listen, take turns in conversations and explain how they are feeling.

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

- Children show they are remembering well what they have learned. They confidently talk about their favourite books and explain the stories, using their own words. They remember how to use tools safely. For example, children carefully chop fruit for snack time, holding the knives how the childminder has shown them. This demonstrates the good impact of the childminder's teaching.
- The childminder has adapted her curriculum effectively in light of the impact the COVID-19 pandemic had on some children's experiences. For example, she successfully focused support on children's emotional and social development when they first returned to her. As a result, children settled back well and are now progressing well across all areas of learning.
- The childminder plans some activities with specific learning in mind. However, in her enthusiasm to make activities look inviting, she sometimes adds resources that distract from, rather than enhance, learning. For example, children are distracted by the cutters and rollers the childminder adds to dough, when the childminder is wanting them to focus on counting.
- Children gain a positive view of learning. They are very keen to take part in the activities the childminder plans. The childminder effectively supports them to concentrate well. She effectively encourages children to keep trying and to test out their own ideas. This helps children develop many attributes that will be very useful for moves to nursery or school when the time comes.

- The childminder plans her day so that children have plenty of opportunities for exercise and fresh air. For example, she limits the use of a buggy when out and leaves plenty of time for children to walk instead. Children enjoy these times, which, in turn, helps them develop a positive view of having an active lifestyle.
- The childminder is very proactive at engaging with other professionals to support children. Parents appreciate the childminder's role in seeking out support for their children and coordinating meetings and calls. Strong partnerships lead to good outcomes for children, and gaps in learning begin to close very well.
- The childminder has a positive attitude towards her professional development. She has sought out, and made good use of, training to enhance her skills and improve what she does. For example, she has developed a detailed understanding of how to support children's speaking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She risk assesses her home and her routines, making changes to ensure children's safety. She updates her safeguarding training in line with local requirements. She has an accurate understanding of the signs that could indicate a child is at risk of harm. This includes a secure understanding of the risks to children of being exposed to extreme views or ideologies. She knows how to share any concerns, to help protect children from harm.

What does the setting need to do to improve?

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

- reflect on how best to present resources and activities, so children can focus well on the main intent for learning, without unnecessary distractions.

Setting details

Unique reference number	2550676
Local authority	Oxfordshire
Inspection number	10221570
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Carterton, Oxfordshire. She offers care all day, Monday to Thursday, throughout the year.

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.

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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