

Childminder report

Inspection date: 13 July 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 in the warm and caring environment at the childminder's home. They excitedly explore the wide range of activities inside and outdoors. For example, children choose conkers to play with and bury them in the sand. They smile and giggle when they dig down to find them again.

Children have strong communication and language skills. The childminder consistently engages in conversations with children, extending their ideas and vocabulary. For example, children enjoy pretending to make cakes; they pour their own water and mix it with a spoon. The childminder supports this play by adding new vocabulary, such as 'more' and 'ingredients'.

The childminder promotes children's independence skills to ensure they are ready for their next stage in learning. For example, children are able to put on their own coats and do up their zips. This means that children are ready for the transition to school when the time comes.

Children enjoy activities and are curious learners. The childminder uses children's interests for activity ideas. As a result, children have positive attitudes towards learning. For example, children eagerly roll balls down ramps and comment as they roll. They excitedly count how many seconds it takes for the balls to get to the bottom.

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

- The childminder knows the children well and uses this to plan a curriculum that meets children's individual needs. For example, in preparation for the arrival of a new baby sibling, the childminder provides dolls and activities which initiate conversations to help children feel secure.
- Relationships between the childminder and children are sensitive and caring. Children are confident to ask the childminder for what they need. For example, the children excitedly tell the childminder they would like a 'pear' for their snack. This helps to build children's confidence and independence skills.
- Children behave well; they listen and respond quickly to the childminder. She regularly reminds them of behavioural expectations and children are learning why boundaries are in place. For example, as children play with pretend biscuits, they all want the same ones. The childminder explains that they need to take turns and redirects children to the others they have. Children are learning how to self-regulate with support.
- The childminder's teaching skills are highly effective. She consistently supports children's learning by role modelling language. The childminder follows their ideas and chats back and forth with them during play. For instance, she supports

children's fascination for the fish tank and the 'treasure chest' inside. The childminder talks openly about the 'gold coins' and 'reflections'. Children repeat the new words they hear. This language-rich environment helps to support children's skills for future learning.

- The childminder recognises the importance of promoting children's healthy food choices. For example, at snack time, she sits with children and they talk about the 'crunchy' and 'juicy' pear. They discuss what other fruits the children like to eat and how this helps your body grow. Children are beginning to understand about healthy choices.
- The childminder skilfully incorporates learning into everyday routines. For instance, she talks to children about what they can see when they walk back from school. Children happily chat about the flowers and cars they saw on their journey. The childminder uses these opportunities to make links in their learning, so that they know more and remember more.
- Parents eagerly share their feedback about the childminder's provision. They describe the childminder's home as warm and friendly. Parents detail that the childminder offers impressive indoor and outdoor activities. They explain how they appreciate the childminder's daily photos and verbal feedback. Parents say that children love to attend and learn new things very quickly with the childminder.
- Children have daily access to outdoor spaces where they can develop their large-muscle skills and enjoy the fresh air. For example, they visit the local play park. Although children enjoy using the childminder's garden, learning opportunities can be limited due to the organisation of the area. This means that children do not have full access to a wide range of experiences outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is proactive in keeping her knowledge of safeguarding issues up to date. She attends regular training and knows how to report it if she is concerned about children's welfare. The childminder knows the procedures to follow if there was ever an allegation made about her. She understands how to spot the signs and symptoms of neglect and radicalisation. The childminder carries out robust risk assessments for walks and outings, which minimise the risk to children. She regularly talks to the children about how to keep themselves safe, such as, when crossing the road.

What does the setting need to do to improve?

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

- further develop the organisation of the outdoor-learning environment so that children can make the most of their learning opportunities.

Setting details

Unique reference number	2576265
Local authority	Oxfordshire
Inspection number	10239544
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 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 2020. She lives in Didcot, Oxfordshire. She operates her service from Monday to Thursday, all year round. Sessions are from 8am to 5pm. The applicant has a childcare qualification at level 5.

Information about this inspection

Inspector

Mandy Cooper

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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