

Childminder report

Inspection date: 17 August 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 | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children benefit from being cared for by a very kind, patient and nurturing childminder. They benefit from a gradual and comprehensive settling-in process that is tailored to their individual needs. This helps to ensure that children see the childminder as someone they can trust to take good care of them.

Children show that they are keen and willing to learn. They find the resources inside and outside stimulating and fascinating. This interesting learning environment supports children's curiosity to explore and learn well.

Children have access to a wide range of learning experiences. The childminder has high expectations for what children can achieve. She is aware of the impact that the COVID-19 pandemic had on some children's experiences, and plans well to fill any gaps. For example, she makes good use of the local area to introduce children to new experiences and places. Children also benefit from the strong emphasis the childminder places on their physical, emotional and communication development. This focus helps to ensure that children gain the most important skills and knowledge that they need at this early stage in their learning journey.

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

- The childminder prioritises children's personal, social and emotional development when they first start in her care. She knows that by doing this children will start to feel safe and secure and, therefore, be more receptive to other learning opportunities.
- The childminder regularly evaluates children's progress and accurately identifies when children may need some extra support to make the progress of which they are capable. She works closely and very effectively with other professionals to help close gaps in development and ensure that all children can progress well in their learning.
- The childminder is very skilled at introducing new words and phrases to children. She explains what words mean and ensures that the language she introduces is relevant to what children are doing. This helps children to understand the meaning of words and builds their vocabulary effectively. For example, children learn what the words 'shelter' and 'comfortable' mean as they build cosy dens.
- The childminder is attentive to all children. However, on occasions, younger children are not fully encouraged to contribute to conversations. Older children have more opportunities to answer questions and share their ideas for activities. This does not best support younger children's developing thinking skills.
- Children benefit from regular opportunities to hear and use mathematical language. The childminder weaves counting and reciting into their play without interrupting their games. Children hear and use positional language to describe

what they are doing. This good practice helps to ensure that children develop good levels of understanding about numbers, shapes and other mathematical concepts.

- Overall, the curriculum is planned well. However, the childminder could further enhance opportunities for children to learn about their own and other cultures in order to fully extend their understanding of the similarities between themselves and others.
- The childminder plans extremely well how to meet children's individual care needs. For example, she is very respectful of how parents are caring for their children at home and adapts what she does so children have continuity when with her. This adds well to children's sense of security and well-being.
- Children show that they are gaining a very positive attitude to following a healthy and active lifestyle. They show great enthusiasm for being outside. They move about energetically and purposefully. They do not see rain as an obstacle to their enjoyment. Instead, they find boots so they can jump in puddles. Discussions with the childminder shows that she builds further on this interest with regular visits to woods and parks.
- Children benefit from clear and consistent guidance as they learn to share, take turns and consider the needs of others. As a result, children behave typically for their age and are developing well into considerate young people.
- Parents are full of praise for the childminder. They appreciate the support that she offers to build on children's skills at home. They praise her attention to detail in meeting children's care needs and making them feel welcome and happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to keep her knowledge up to date. She is able to recognise the signs that may indicate a child is at risk of harm. She knows how to respond to any such concerns and who to share these concerns with to keep children safe. She understands the risks to children of being exposed to radical ideologies or domestic abuse. She understands what she would need to do if there was a concern raised about herself or another adult living in her household. The childminder minimises risks in her home and supervises children closely at all times.

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 encourage and enable younger children to routinely contribute to discussions, to best support their developing thinking and problem-solving skills
- focus professional development on enhancing knowledge of how to improve the

curriculum in regard to learning about different cultures, people and communities.

Setting details

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| Unique reference number | 2573053 |
| Local authority | Oxfordshire |
| Inspection number | 10248239 |
| 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 and is situated in Tiddington, near Thame, Oxfordshire. She offers care all day, Monday to Thursday, throughout the year. The childminder holds a relevant childcare qualification at level 5. She is in receipt of funding to provide free early education to children aged two, three and four years.

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 her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and evaluated the impact on children's learning.
- Parents shared their views, and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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