

Childminder report

Inspection date: 20 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the childminder's home. They wave goodbye to their parents and settle well. Children are accustomed with the routines of the day. For example, they help the childminder set out resources in the garden and unroll a mat to put blocks out. Children show they feel safe and secure. They willingly put their personal items away to engage in play with other children. Children engage positively with the childminder. They invite her into their play. She is gentle and caring towards them and speaks to them in a kind way.

Children behave well. The childminder has high expectations of children. She expects them to be polite and kind to each other. On occasion, when the children forget to share with one another, the childminder reminds them to share, and models to the children through play. Children are praised by the childminder. They are developing good hygiene routines. They know to wash their hands after using the toileting facilities and before snack. Children have many opportunities to learn outdoors. They have access to a large garden and visit places of interest in the local area. For example, children pick their own fruit at a nearby orchard, based on an eco-site.

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

- The childminder has a clear understanding of how young children learn. She observes children as they play, and uses her observations to plan accurately for the next stage of children's learning and uses assessments effectively. The childminder considers what the children already know and what they need to know next. For example, she provides many opportunities for children to develop their social skills. She regularly visits classes in the local area.
- The childminder uses a range of resources to support children's learning and development in all areas, such as counting correctly. For instance, children practice their counting skills by pouring spoonfuls of sand into a sand wheel. The childminder praises children for their achievements. She speaks to children positively about using the toilet. Children benefit from this and become confident learners.
- The childminder makes secure attachments with all children. Parents provide key information to the childminder about their children. This helps the childminder establish their needs. The childminder helps children understand a sense of right and wrong, and this is reflected in children's positive behaviour and conduct. For example, older children remind younger children to share their toys.
- The childminder promotes children's independence and well-being. She shows a strong sense of tuning into children's feelings. For instance, when young children cry, she can facilitate their needs. However, children's learning about feelings is not always supported. This does not support them to appropriately develop their

emotional literacy. The childminder promotes a healthy diet and care practices. She reminds them about the importance of brushing their teeth, each morning and night.

- The childminder makes positive relationships with parents. She takes the time to support their emotional needs, particularly since the COVID-19 pandemic. The childminder shares regular updates with the parents and supports them with their children's learning and development. Parents praise the childminder for the opportunities she provides for their children. Children return home happy from their day with the childminder.
- The childminder enhances her knowledge. She attends regular mandatory training and has kept up to date with recent changes to the early years foundation stage. The childminder uses her local community for support with different ways of working with children. For instance, she builds up her bank of resources to enhance children's creative learning.
- The childminder has a clear focus to extend children's communication and language skills. She uses songs and nursery rhymes to help children make connections. For instance, young children sing 'The Wheels on the Bus', as they play in a bus tent. They make connections to a trip they have been on, making sense of their world. However, not all children broaden their vocabulary. The childminder does not provide clear explanations to improve their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have a concern about a child in her care. The childminder is conscious of the signs that may indicate a child at risk of harm. She completes regular training to keep her knowledge up to date and is aware of a range of child protection issues, including county lines and radicalisation. She is aware of who to report her concerns to. The childminder manages risks effectively when out in the local area. She has procedures in place, should a child go missing.

What does the setting need to do to improve?

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

- strengthen the range of vocabulary used when interacting with young children, to further support their communication and speech development.
- enhance opportunities for children to talk about emotions and strengthen their understanding of how to recognise and manage their own feelings.

Setting details

Unique reference number	153052
Local authority	Oxfordshire
Inspection number	10228279
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2001. She lives in Bicester, Oxfordshire. The childminder offers part-time care from Monday to Thursday, including out-of-school care, throughout the year. She operates between 8.00am to 6.00pm.

Information about this inspection

Inspector
Sally Paton

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector viewed written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint evaluation of an activity.

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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