

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, relaxed and safe in the homely environment. They are extremely confident and demonstrate high levels of engagement during activities. Children have a good selection of toys and resources and decide what they want to play with. They are motivated and eager to join in. The childminder is calm and encouraging. She has meaningful conversations with children, listens carefully when they speak and gives them her full attention. For example, children chat at great lengths during snack time about healthy eating habits and give examples of healthy and unhealthy food choices. The perceptive childminder gives them plenty of time to respond. This conversation evolves for the older children, and the childminder skilfully introduces words to describe their snack, such as 'salty' and 'spicy'. This has a positive impact on children's communication and social development.

Children are well behaved. They benefit from lots of praise and encouragement from the childminder, such as when older children put on their own shoes and younger children copy this and 'have a go'. This helps them to have pride in their own achievements.

Children enjoy frequent trips to a nearby play park, which supports their physical development as they exercise their large and small muscles. Children thoroughly enjoy running around in the park, using play equipment and hiding in the nature trail. They excitedly show the childminder the many sticks and feathers they find. Older children take pride and ownership of the things they find and count them. This supports them with their mathematical skills, as well as their discovery of the natural world they live in.

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

- The childminder is enthusiastic and passionate about her role in caring for children. She knows children's individual personalities well and ensures that the activities on offer are planned with their interests in mind. The childminder regularly changes the curriculum and adjusts the weekly topic to match children's interests. She does this by finding out what children have been doing at home and invites them to bring relevant items into her setting, such as books. This helps to motivate and engage children effectively in their play and learning.
- The childminder offers enjoyable learning opportunities for the children in her care. For example, children enjoy sticking different-coloured fur on paper for their 'Gruffalo' poster. This promotes their concentration and fine motor skills. Nevertheless, at times, younger children are not given enough time to complete the task they enjoy, as older children want to move on to the next activity. This does not consistently provide the same learning outcome for all children.

- The childminder is a positive role model who provides a wealth of praise and encouragement. She gives clear guidance to support children's good behaviour. Children respond well to the childminder's gentle reminders about taking turns and to allow other children to answer for themselves. This supports children's emotional well-being and social skills.
- Children's independence skills are promoted well. The childminder appreciates the importance of encouraging children with their self-care skills, such as handwashing and using the toilet independently. This further promotes their personal development and learning.
- Partnerships with parents are strong. The childminder shares information and daily updates with parents through messages and communication at drop-off and collection times. Parents are very complimentary about the care that the childminder provides. They write that they feel well informed about their children's learning and that the children thoroughly enjoy their time with the attentive childminder.
- Children's progress is monitored frequently, which gives the childminder a clear idea of where they are in their learning. The childminder knows what children need to do next and identifies appropriate next steps for them. The childminder shares this information with parents and talks to them about how they can support their child's learning and independence skills at home.
- The childminder is self-reflective and strives to improve her practice. She identifies gaps in her own knowledge and undertakes relevant training to support children further. She then uses ideas she has learned from training to support children's needs. For example, the childminder has completed further development courses to support pre-school children in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse and neglect. She knows what to do if she has any concerns about a child's safety and welfare. The childminder is able to talk about risks to children, including those relating to radical and extreme behaviours. She is also aware of local safeguarding issues and local safeguarding partnership procedures. The childminder has practised with the children in her care how to keep safe when crossing roads. Suitability checks are carried out for all persons aged over 16 living in the house, and the childminder's first-aid training is up to date. Therefore, she provides children with a safe and secure place to play and learn.

What does the setting need to do to improve?

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

- provide all children with the same learning experience during activities,

particularly by allowing younger children more time to complete given tasks.

Setting details

Unique reference number	EY469895
Local authority	Oxfordshire
Inspection number	10228855
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	6 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Banbury, Oxfordshire. She operates during term time only but provides ad hoc care during some school holidays. On Monday, the childminder operates from 9.30am to 4.30pm. On Tuesday to Thursday, she operates from 7.30am to 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Katharina Hill

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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