

Childminder report

Inspection date: 3 October 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 form close attachments to this warm and nurturing childminder, who knows them well. They demonstrate that they feel safe and secure in her care. Children benefit from the strong focus that the childminder places on supporting their communication and language development. Babies practise making sounds and attempt to talk with others. They are happy and have beaming smiles as they gaze at the childminder's animated expressions. Babies answer the childminder's questions by babbling and using gestures as they explore different-textured objects. Toddlers engage in conversations with the childminder. They talk about things that interest them and use the new vocabulary they have learned. For example, toddlers name different dinosaurs, such as 'spinosaurus' and 'brachiosaurus'. They talk about their similarities and differences as they share their knowledge with the childminder. Children make good progress and are well prepared for their next stage in learning.

Children behave well. They learn to play alongside others and begin to understand how to take turns. For instance, children listen to the childminder's instructions as she supports them to play a simple board game. They keep trying and concentrate as they work out the rules. Children celebrate and praise their friends when they complete the game. They develop their social skills and enjoy spending time together.

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

- The childminder finds out detailed information about each child when they first attend her setting. Parents share information about children's interests, experiences, and stage of development. The childminder observes and assesses children to check their progress. She shares information with parents and supports them with ideas to continue their children's learning at home.
- The childminder understands child development, and plans interesting and enjoyable experiences. Her positive interactions support children to make progress. However, her daily planning is not always sharply focused on children's individual next steps. Therefore, children do not consistently deepen their knowledge and skills to an even higher level.
- The childminder supports children to lead a healthy lifestyle. She talks to children about the healthy snacks they eat and explains why it is important to drink plenty of water. The childminder ensures that babies and young children have time to sleep when they need to and benefit from periods of rest and relaxation.
- The childminder helps children to understand the routines of the day. She is considerate of their needs and explains what will happen next. Children know what is expected of them. For instance, they join in tidying up their toys and

preparing the table for lunch. However, the childminder recognises that she could further support children who speak English as an additional language during these times. She identifies that finding out and using more words and phrases in their home language would enhance their development of speech and understanding of English.

- The childminder values the importance of taking children out in the local community. For instance, they go on trips to the local parks and shops, and regularly attend music and play groups. This supports children to learn about the world around them, experience new environments, and socialise in larger groups.
- The childminder supports children to develop the strength in their hands to prepare them for early writing when the time comes. For instance, she demonstrates how to 'squeeze', 'roll', 'squash', 'pull', 'pinch' and 'poke' dough. Children use the different muscles in their hands to make movements.
- Children have opportunities to be physically active and get plenty of exercise. For example, children spend time dancing to action songs. They get their heart rates up as they move faster in time to the music. The childminder is a good role model. She joins in and shares her enthusiasm in taking part.
- The childminder is reflective and evaluative of her practice. She accurately identifies areas that she would like to improve on and seeks out training opportunities to enhance her skills. For instance, she completed training in creating the progress check for children aged between two and three years. This has helped her to identify how to improve the effectiveness of these in sharing information with parents and other professionals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and how to keep children safe from harm. She regularly undertakes training to ensure that her knowledge is up to date. The childminder knows what to do if she was concerned about the welfare of a child. She understands the signs that might indicate that a child is at risk of abuse. She is aware of the procedures that she must follow if an allegation is ever made against herself or a member of her family. The childminder takes steps to minimise hazards in her home to ensure it is safe and suitable for the children who attend.

What does the setting need to do to improve?

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

- focus the planning of the daily activities more precisely on children's specific learning needs, to deepen children's knowledge and skills to a higher level
- enhance the communication skills of children who speak English as an additional

language by giving them more opportunities to use their home language.

Setting details

Unique reference number	2587412
Local authority	Oxfordshire
Inspection number	10251147
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	0 to 6
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bicester, Oxfordshire. She operates from 7.30am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Alice M Roberts

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 quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector took account of the written views of parents.
- The childminder and the inspector took part in a joint observation of an activity.
- The childminder talked to the inspector about her early years curriculum and how she decides what she wants children to learn.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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