

Childminder report

Inspection date: 4 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe, happy and have a very good relationship with the childminder. They develop good social skills and learn to behave well. The childminder has a strong, playful attitude and is an enthusiastic partner in children's learning. This encourages children to become more engaged to develop a longer attention span. For example, they investigate shaving foam with their hands and are delighted when they clap and the foam blows away. Children are fascinated as they shake glitter on to the foam. They notice that colour changes when they use sticks and brushes to mix the foam with coloured icing.

Children develop very good physical skills when playing in the garden. For example, they operate bikes with control. They use hand-to-eye coordination to throw bean bags at targets with increasing accuracy. The childminder supports children to learn to manage risks as they test out their own physical capabilities. Consequently, toddlers are able to independently and safely climb the ladder to the slide and negotiate the top platform to slide down. Children also thoroughly enjoy regular visits to local outdoor spaces, where they explore puddles, climb trees, and create art in the woods.

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

- The childminder develops children's language through role modelling speech constantly. She speaks clearly and slowly so that children can hear each word. She listens and responds to children in an age-appropriate way. The childminder effectively uses single words with the younger children and more-complicated speech for the older children. For example, she introduces words such as 'flickering' during a discussion about a candle flame and praises a child for being 'inquisitive'. The childminder's approach encourages a chatty setting where children are developing the use of speech as a strong method of communication.
- Parents are happy with the care provided by the childminder. They value the regular updates they receive about their child's day, which are provided verbally, in writing and through photos sent electronically. Children talk about their time at the childminder's house, telling parents about the activities they enjoyed. The childminder knows the children well and, consequently, notices and explores any changes in their attitudes. She works with parents to provide support where needed. For example, the childminder initiates play to represent a parent's work trip away from home by building a large train track.
- The childminder threads mathematics into the play activities. Children count spots on bean bags and draw around shapes, naming 'triangle' and 'circle'. At snack time, children count apple pieces onto their plates as they are handed out. Children notice many plastic spiders around the room. They use positional language to point them out, such as 'up there' and 'spider on floor'.

- Children are praised when they help each other. The childminder acknowledges when older children help younger children with tasks. For example, they find outdoor shoes for their younger friends and help to put them on.
- There are good arrangements to support children's understanding of technology. They press the doorbell to the toy house and turn on battery-operated candles. Children grin with delight when they discover the 'Incy wincy spider' song on a toy. They join in with the actions and beam with pride when it ends.
- The childminder provides children with a choice of fruit at snack time, which they help to peel and prepare. Children develop fine-motor skills as they use plastic knives to cut banana pieces. They peel satsumas and break them into pieces. Although the childminder provides healthy food at her setting, she does not consistently support children to understand how to independently make healthy food choices.
- The childminder promotes expected behaviour with verbal reminders for children to take turns with toys. She gives praise when children share. The childminder teaches children to wait for the slide to be clear, so that they do not bump into others. She discusses with parents when children struggle with their emotions, so that children receive consistent messages at home and at the setting.
- The childminder is an intuitive teacher. She uses her interactions with children well to extend their learning. However, at times, during planned activities, the learning intent is not fully ambitious in challenging each child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and secure. She keeps her safeguarding knowledge up to date. She completes courses to gain more knowledge in specific areas, such as female genital mutilation. She knows how to spot signs of neglect and abuse, and what action to take if she is concerned about children's welfare. The childminder is alert to changes in children's attitudes that might indicate welfare concerns. The childminder risk assesses effectively. For example, she is aware of choking hazards, such as small foods and toys.

What does the setting need to do to improve?

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

- extend the arrangements to promote children's understanding of how to make healthy choices in relation to food
- develop a more secure understanding of how to identify precise, targeted learning intentions for each child.

Setting details

Unique reference number	EY439280
Local authority	Oxfordshire
Inspection number	10228609
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 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2011. She lives in Thame, Oxfordshire. The childminder offers care on Monday, Tuesday, Wednesday and Thursday throughout the year. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Jacqui Szrejder

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents' views of the setting were shared with the inspector by the childminder.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022