

Childminder report

Inspection date: 31 October 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 form positive relationships with the childminder. They show that they feel happy and secure in her care. Children frequently laugh and smile. Overall, children demonstrate a positive attitude to learning as they explore the activities that are on offer. The childminder is a good role model. She has high expectations for children's learning and behaviour. She frequently acknowledges children's efforts and ideas and give them lots of encouragement. This helps to build children's confidence and supports them to understand the boundaries at the setting.

All children benefit from hearing songs and nursery rhymes to extend their developing vocabulary, during their play. For instance, young children sing 'falling down,' as the tower they build topples over. They make connections with the traditional rhyme, 'London bridge is falling down', and their tower. This supports the importance of the promotion of traditional rhymes to support their language skills and making sense of their world.

The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that after the national restrictions, some children need support to develop their social and communication skills. In addition, she has made changes to her practice and parents continue to collect children at the door, rather than entering the premises. The childminder reflects that this also supports children to settle into their routines more effectively.

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

- The childminder knows her strengths and is keen to continuously improve her practice. She accesses numerous training courses and other useful information online to consistently update her skills and knowledge.
- Partnerships with parents are strong. The childminder shares regular updates with parents and supports them with their children's learning and development. Parents praise the childminder for the opportunities she provides for their children.
- Children follow a routine that meets their needs. The childminder is responsive to young children's changing behaviours and adapts plans. Consequently, children sleep and eat when they need. In turn, this helps to ensure that they are well rested and ready for learning.
- The childminder observes children every day and knows what they can do. She tracks children's development to confirm that they are making steady progress towards the early learning goals. However, the childminder does not fully consider what each individual child needs to learn next, when planning activities and her curriculum.

- Positive behaviour is promoted effectively by the childminder. She speaks calmly to children, providing lots of praise for their use of good manners. Children are polite and well mannered and say, 'please,' and 'thank you,' without prompting.
- All children seek out the childminder for comfort and she celebrates their efforts and achievements as they play. She delights in their company. As a result, children are confident and get involved in a range of experiences.
- The childminder joins children in their play. For example, children learn to count and identify colours during their play. However, the childminder does not introduce more complex mathematical concepts to extend older children's understanding further.
- The childminder is effective in helping children to understand the importance of leading a healthy lifestyle. For example, children benefit time spent on regular visits to parks, lakes and places of interest in the local community. This helps children to stay active and builds their stamina and coordination. In addition, the childminder promotes the importance of good oral health and has attended training to further her knowledge.
- Children have good opportunities to develop their social skills and experience the wider community. For instance, they frequently attend story and 'rhyme time,' sessions at the local library. This supports them to develop new relationships and broadens their experience of the world.
- The childminder encourages children to complete everyday tasks for themselves, such as to putting on their own shoes, attempting to zip up their own coats and attending to their toileting needs when they are ready. This supports their developing independence skills, which in turns supports them in their readiness for school.

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 any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism, radicalisation and county lines. The childminder has a thorough understanding of local safeguarding procedures. The childminder supervises children well and regularly risk assesses her premises.

What does the setting need to do to improve?

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

- focus the intentions for planned activities more precisely on what children need to learn next
- extend children's learning of mathematical concepts when they play.

Setting details

Unique reference number	EY468594
Local authority	Oxfordshire
Inspection number	10228847
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Witney, in Oxfordshire. The childminder offers care from Monday to Thursday each week, all year around, including out-of-school care. She offers before-school care only on a Friday. The childminder receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision including, the aims and rationale for their early years foundation stage curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.

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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