

Childminder report

Inspection date:

24 November 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 are happy and the atmosphere is calm in the childminder's home-from-home environment. The childminder knows the children well and they have close bonds. For example, they giggle and laugh as she sings 'row, row, row your boat' and rocks the children. Relationships between babies and the childminder are sensitive and response. Children feel safe and secure.

Children's communication and language skills are strong. They can articulate what they know and can do and hold thoughtful conversations with adults. For example, older children enjoy repeating words from a book with the childminder, such as 'werewolf' and 'carrot'. While babies use good eye contact and facial expressions to communicate their ideas. For example, they smile with joy and kick their legs as they proudly show adults the toy they have. Children have skills they need for future learning.

The childminder has high expectations for children's behaviour. She has good strategies to support all children to manage their own feelings. For example, older children use 'regulation zones' that help them to share how they feel. While staff remind younger children to have 'gentle hands' as they play with their friends. Children learn the language of feelings from an early age.

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

- The childminder's curriculum is coherently planned and sequenced. She knows the subjects she teaches and how children learn. For example, the childminder focuses on children's emotional development before moving on to their language skills. Consequently, children make good progress in their development.
- The childminder promotes appropriate discussions to develop children's vocabulary. For example, she repeats sounds when saying simple words to encourage children to repeat, such as 'SSSSSS Snake'. This helps children to confidently share their ideas. For example, they excitedly tell adults that they are drawing 'mummy' and 'daddy' on the magnetic notepad.
- Children have extremely positive attitudes towards play and learning. For example, they eagerly explore the musical instruments when shown how to play them. Children excitedly bang drums and dance to the sounds they make. However, the childminder does not fully consider how to organise the environment and minimise background noise, to allow children to focus on learning. This means that, at times, children become distracted, and this has a negative impact on children's learning.
- The childminder has good strategies to promote healthy choices around food and oral hygiene. For example, she shares tips with parents about portion sizes. The childminder recognises the importance of good oral hygiene and talks with

parents about visiting the dentist. This helps children to have healthy lifestyles.

- The childminder knows the children well and tailors her care to their individual needs. For example, she offers babies regular tummy time to support their physical development. However, opportunities for children to understand their people and communities beyond their own are not as good as they could be. This is not fully effective in helping children to learn about how everyone is unique.
- The childminder is passionate about her continual professional development. She attends regular training to improve her teaching over time. For example, the childminder uses her recent sign language training, to support babies and younger children to communicate their needs. She supports all children's needs very well.
- The childminder has good relationships with parents. She gathers information from parents when they start about what children already know and can do. The childminder uses this to inform teaching and support children's development. She uses messaging and daily verbal feedback to share with parents their children's next steps. This helps parents to support children at home with learning. For example, the childminder shares top tips with parents to help with their children's speech and use the dummy less. Parents say that as a result, children's speech has improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She knows how to spot signs of safeguarding issues, such as children who may be at risk of radicalisation. The childminder knows where to report to if she has concerns about children's welfare. She understands how to report it if there was an allegation made about her practice. This minimises the risk to children. The childminder has thorough accident and medication procedures in place. She ensures she keeps accurate records and informs parents on the same day of any medicine administered or any accidents. The childminder carries out thorough risk assessments for all outings. For example, she knows to check car seats and crossings before she leaves. This reduces the risk to children.

What does the setting need to do to improve?

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

- enhance opportunities for children to learn about their own and other cultures
- strengthen organisation of the environment and activities to increase children's ability to focus.

Setting details

Unique reference number	2562082
Local authority	Oxfordshire
Inspection number	10239157
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Benson, Wallingford, Oxfordshire. She offers care all day, Tuesday to Friday, throughout the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Mandy Cooper

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 showed the inspector the premises, and discussed how they ensure those 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 EYFS curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.

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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