

Childminder report

Inspection date:

7 December 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 demonstrate that they feel safe and secure in the childminder's care. For instance, they happily bring games to her that they wish to play and they say when they want to move on. They say, 'finished,' and go off to collect sheep to play with in the toy farm. Children delight in imaginative play. They put their 'baby' in the buggy and walk it around the garden. They stop to talk to visitors, telling them that the baby is warm, and then go to show the baby the pet rabbits in the garden.

Children behave very well. They are eager to play and they listen and respond to instructions to help them play games successfully. They receive lots of praise and encouragement from the childminder. This helps to boost their confidence and self-esteem. Children benefit from good levels of challenge. They play matching games with the childminder, which require them to exercise control as they grip and push letters through the 'post box'. They concentrate well and show high levels of enjoyment, choosing to play the game again.

Children develop good problem-solving skills for their age as they complete puzzles. The childminder gives children the knowledge needed to complete them, such as turning the pieces around to match them to those already in place. Children keep trying and rotate pieces to successfully create the crocodile picture.

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

- The childminder sequences the curriculum effectively for the children she cares for. For example, she has a precise focus on the prime areas of learning and developing children's early social, physical and language skills. Children thrive in her care. They are eager to participate in the range of activities available and they make good progress.
- The childminder includes mathematical concepts skilfully in children's play. For example, as children set up games to play, the childminder helps them to count the number of pieces they need to use to put the game together. This helps to weave numbers seamlessly into opportunities as they arise. Children go on to count the pieces of puzzles as they put them away.
- The childminder consciously develops children's language at every opportunity. For example, as children play games, she encourages them to name the animals. She sensitively repeats words to help them hear the correct pronunciation. Young children confidently learn a range of animal names, such as 'giraffe', 'monkey', 'tortoise' and 'parrot'.
- The childminder considers the skills she wants children to develop. However, on occasion, she does not provide the most effective or age-appropriate equipment to further promote children's development. For example, children excitedly play with dried pasta. However, they quickly move on from this, as some of the

resources, such as pincers, are too big for them to grip and they are unable to use them successfully.

- Children are curious learners. They keep trying, push the bubble wand carefully into the mixture and wave it around. They watch in awe as the bubbles fly away into the sky, and they stamp on those that land on the ground.
- Parents report that they are very happy with the childminder's service. They describe the childminder as 'soft-hearted and kind'. They speak positively about the communication that they have with her. For example, they welcome her daily feedback and photos they receive of their children's special achievements.
- The childminder takes positive steps to improve her practice. For instance, she networks with other childminding colleagues to share ideas and updates. She completes online training, such as in relation to oral health. This has helped to develop her own knowledge of trends in children's tooth decay and has given her ideas of how to promote oral hygiene for older children. However, the childminder does not fully consider how she can help younger children develop an age-appropriate understanding of healthy lifestyles.
- The childminder has plans in place to use funding to support individual children's learning. For instance, she is in the early stages of finding sign language training so that she can improve her own knowledge and skills to support children's speech and language needs even more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. For example, she conducts risk assessments of her home each day. She follows set procedures when walking to and from school, such as using walking routes that avoid busy roads. The childminder helps very young children learn to recognise sounds that may indicate an emergency and children learn to leave the house safely. She has a good understanding of signs and symptoms of abuse, such as in relation to domestic abuse and female genital mutilation. She knows how to refer potential concerns about children's safety and how to respond in the event of an allegation.

What does the setting need to do to improve?

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

- make equipment choices within routines and activities more age-appropriate to enable children to manage routines and practise skills independently
- strengthen opportunities for younger children to begin to learn about how to lead a healthy lifestyle.

Setting details

Unique reference number	EY441886
Local authority	Oxfordshire
Inspection number	10235661
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in Witney, Oxfordshire. She offers care from 7am to 4pm, Monday to Friday, term time only. The childminder has an early years qualification at level 3. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 provider.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- Written views from parents were considered.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The childminder and inspector completed a joint evaluation of an activity focusing on physical development.
- The inspector spoke to the childminder and children at appropriate times during 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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