

Childminder report

Inspection date: 15 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are made to feel very welcome by the childminder. They receive warm smiles and lots of cuddles on arrival. Children find this reassuring and clearly see the childminder as someone they like and trust. There is a positive and happy atmosphere in the childminder's cosy home. Children behave appropriately for their age. Young children learn about simple house rules, such as not to climb on furniture. They benefit from being reminded consistently and politely by the childminder. This helps embed this understanding and means that children are learning about acceptable behaviour.

Children are supported well in their learning and development. They benefit from being cared for by a childminder who has grown in confidence to plan and deliver an effective plan of learning. There is now plenty of ambition for children in the curriculum intent. Children are especially well supported with their early language development. The childminder has recognised that some children, due to COVID-19 restrictions, may not have been exposed to as much high-quality language as would have otherwise been the case. In the childminder's care, children are not overwhelmed by too much 'chatter'. Instead, they hear words carefully chosen by the childminder and repeated frequently. This helps children build their understanding of words, as well as their vocabulary, and means that gaps in progress begin to close.

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

- Since the last inspection, the childminder has worked closely with other professionals to develop a secure understanding of how to plan and deliver an effective curriculum. She now plans closely and precisely for all children's developmental needs, including very young children. As a result, children have access to a suitable and interesting range of learning experiences that meet their needs well and build over time on their existing skills and knowledge.
- The childminder has made good use of training opportunities to develop her understanding of how to support children's early speaking and listening skills. She effectively and confidently supports this aspect of children's learning. Children hear correct words modelled clearly, such as 'goat' and 'piglet'. They hear interesting words to extend their vocabulary, such as 'crunchy', 'wiggle' and 'tickle'. This good practice helps children become more confident to vocalise and make their needs known.
- The planning for children's overall learning is well established. However, the childminder is sometimes less precise about what she wants children to learn from some specific activities. This results in occasions when resources detract from, rather than add to, children's learning. For example, during singing activities, the childminder provides so many instruments that children cannot

focus on hearing the words and quickly lose interest.

- Children are developing good overall attitudes to learning. This is because the childminder is a gentle and encouraging presence who joins in their play. Children learn to enjoy what they are doing, be that playing with train tracks or colouring pictures. They learn to focus and keep trying. These are skills that help prepare them well for later learning at nursery or school.
- The childminder has developed effective systems for assessing children's learning. This enables her to focus on the skills children most need to develop next. For example, she identifies children who need extra stories and language exposure to build their vocabulary and children who need her to model how to use toys to play purposefully.
- The childminder plans the day to ensure children get fresh air, regular food and drink, and the rest they need to follow healthy routines. However, the childminder has not yet considered how to incorporate consistent teaching about healthy food and good oral hygiene into her routines. She plans to make use of additional training to enable her to strengthen this aspect of her provision.
- Parents are full of praise for the childminder. They share how kind and caring she is and talk about the progress their children have made in her care, for example how much more confident their children have become to talk and be around other people. They appreciate the clear feedback the childminder provides about their children's progress and how this helps them further support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her understanding of safeguarding is accurate. She knows how to recognise the signs that a child may be at risk of harm. This includes the signs that could indicate an unsafe home environment or that children are being exposed to extreme ideologies. She understands the importance of acting swiftly on any such concerns and knows who to share these concerns with to keep children safe. She ensures her home is a suitable and safe environment and supervises children closely while they are in her care.

What does the setting need to do to improve?

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

- identify more precisely what children will learn or practise during adult-led activities, so that resources and teaching can closely match this learning intent
- focus professional development on developing a secure understanding of how to teach children to enjoy a healthy diet that looks after their teeth and bodies well.

Setting details

Unique reference number	EY480146
Local authority	Oxfordshire
Inspection number	10226528
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	31 January 2022

Information about this early years setting

The childminder registered in 2014. She lives in a village near Chipping Norton, Oxfordshire. The childminder offers care all day, Monday to Thursday, throughout the year. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views, and the inspector took these into account.
- 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.

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