

# Childminder report

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Inspection date: 6 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children develop close bonds with the childminder and their peers. They are eager to explore the environment and choose resources to play with. Their developing confidence and excitement for learning show that they feel safe and secure in the childminder's care.

Children benefit from consistently high expectations. The childminder shows them how to use good manners, and children spontaneously say 'please' and 'thank you'. Children demonstrate positive attitudes to learning and good levels of concentration for their age. For example, they play in water and sand for long periods. They learn to scoop, pour and measure. Children happily play alongside others, sharing and taking turns well.

Children develop a love of books. They eagerly approach the childminder and choose books to read with her. They handle books with care, turning the pages and talking about the characters in them. They demonstrate good levels of listening and attention. Children learn mathematical concepts in their play. For example, they learn to recognise items by colour, and they count accurately to five. They find out what 'heavy' and 'light' means, as they compare the amount of sand that they collect in containers.

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

- Since the last inspection, the childminder has made significant improvements to the planning of the curriculum. She is able to confidently explain how she considers what she wants children to learn, how she implements this and how she evaluates the impact on children.
- The childminder demonstrates good modeling for language development. For example, through conversations with children, she sensitively repeats words to promote the correct pronunciation. Children confidently use vocabulary to name ocean animals, such as a 'shark', 'starfish' and 'crab.'
- The childminder considers the knowledge children need to make connections in their learning. For example, when children make a floor puzzle, she teaches them that if they find the pieces with straight edges they can make the outside of the puzzle. If they hunt for pieces by theme, they will be able to make parts to fit in the middle. Children concentrate and persevere, working as a team to complete their puzzle successfully.
- The childminder supports children who speak English as an additional language well. For example, during water play, she uses visual clues and hand movements to help children understand instructions. Children confidently copy her and stir food colouring into water to make it change colour.
- The childminder has clear intentions for learning opportunities. She recognises

times when new knowledge might be more challenging for children to grasp, such as in relation to learning about ocean pollution. However, she does not fully consider how she can demonstrate this and use further resources to help her introduce this new knowledge more successfully.

- The childminder supports children's behaviour and emotions well. For instance, she anticipates situations that children may find challenging and provides prompt support to help them be successful. For example, she helps children to share resources and complete an activity together.
- Children learn how to manage their self-care, and the childminder promotes this well. For instance, children read books about teeth. They learn the names of their teeth and that they currently have 'milk teeth'. They learn to recognise the signs that they might need the toilet in a fun way. This helps to prepare them for when the time comes to use the toilet.
- Support for children with special educational needs and/or disabilities is good. The childminder signposts parents to advice when she identifies it is needed. She actively seeks and follows guidance from professionals to help support children. This is promoting children's personal and social development effectively.
- Children benefit from positive partnerships that the childminder has developed with other settings, such as the local school. For example, she actively invites teachers to visit her home to meet children before they transfer to school. This helps her to share information with teachers and enables children to become familiar with them. This helps children to settle in well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of the procedures to follow should she have a concern about children's welfare. She can explain signs and symptoms of abuse, such as in relation to female genital mutilation and grooming. She explains how she would help children to keep themselves safe online. The childminder completes robust checks to minimise risks to children. For instance, she checks the indoor and outdoor spaces in her home each day to ensure that they are free from hazards. She plans outings well by considering, for example, the mode and route of travel and by visiting new places before taking children to them.

## What does the setting need to do to improve?

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

- strengthen the delivery of challenging learning opportunities, identifying how to use resources and demonstration more effectively to help children learn new concepts.

## Setting details

<b>Unique reference number</b>	133449
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10225670
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	26 January 2022

## Information about this early years setting

The childminder registered in 1983. She lives in Chipping Norton, Oxfordshire. The childminder offers care each weekday, all year round, from 6.30am to 5pm. The childminder accepts funding for the provision of free education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lisa Dailey

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector talked to the childminder about how she organises the curriculum and how she assesses children's progress.
- The inspector observed the childminder interacting with children and spoke with her at different times during the inspection.
- The inspector took account of the written views of parents.

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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