

Childminder report

Inspection date:

9 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have access to lots of toys and resources. They enjoy using them and play happily alongside each other and the childminder. Children are settled in the childminder's home. They enjoy her company and move confidently around, finding the toys they would like to play with. Children new to the childminder's care have plenty of settling-in sessions. This helps them confidently separate from their parents and carers. The childminder becomes a familiar and welcoming face. Children behave typically for their age. They cooperate very well with routines and are learning to play alone and with others.

Although children are happy with the childminder, there are weaknesses in how the childminder plans for, and meets, children's learning and developmental needs. The childminder has a secure understanding of her role as a caregiver but is less clear about her role as an educator. As a result, children do not take part in activities and experiences that are consistently well planned in relation to their current developmental needs. This leads to inconsistencies in the quality of education children receive.

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

- The childminder has made use of professional development opportunities. However, this has not resulted in her having a clear understanding of her role as an educator as well as a caregiver. As a result, she does not focus enough on planning how she can build on children's knowledge and skills in a planned and effective way over time.
- Children develop lots of useful independence skills. The childminder encourages them to take off their own boots and children happily put things in the bin and know where to go to wash their hands. These skills will be useful for children when the time comes to start nursery or school.
- The effectiveness of the support for children's language development is mixed. The childminder understands the importance of stories and songs to support children's speaking skills and children often choose these activities. However, the childminder does not always consider how best to organise and deliver these experiences so children can focus well and join in. The childminder does clearly model words for children so they hear them pronounced correctly.
- Parents speak highly of the childminder. They report how happy their children are in the childminder's care. They appreciate the regular updates on their children's day. They receive the required written progress checks when their children are aged between two and three years. However, the childminder does not make the best use of these to provide parents with a clear picture of children's progress and what areas of learning may need some extra input or support.

- The childminder is well meaning when talking to children about their own and other people's cultures. However, some of her own knowledge is inaccurate. For example, she lacks understanding that not all people who live on some continents live in the same way as each other. This impacts her ability to deliver effective teaching to children about the similarities and differences between themselves and others.
- The childminder is attentive to children's care needs. She notices when young children need to sleep and provides a restful place for them to do so. She offers lots of cuddles and reassuring words when children wake up. This reflects in children's happy and confident demeanour.
- The childminder ensures snacks are healthy and nutritious. She is aware of the importance of helping children to have healthy teeth and good oral hygiene. She helps parents understand the impact that dummy use can have and ensures snacks are not too high in sugar.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training updated. She has a clear and accurate understanding of the signs that could indicate a child is at risk of harm. She knows how to report any such concerns to keep children safe. She has a good knowledge of local safeguarding issues and the potential threats to children of being drawn into radical ideologies or unsafe situations. She understands what she would need to do if an allegation was made against her or another household member. She supervises children closely and effectively minimises risks in her home.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
focus professional development on improving understanding of an effective curriculum and their role in supporting children's learning	31/03/2023
develop an accurate understanding of how people live in different cultures, countries and continents and use this to deliver accurate teaching to children about the similarities and differences between themselves and others.	31/03/2023

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

- plan and deliver teaching that more precisely meets the current learning needs of children, to effectively and skilfully build, over time, on what children know and can do
- make better use of written progress checks when children are aged between two and three years to provide parents with a clear and accurate picture of their child's current development and learning needs.

Setting details

Unique reference number	134998
Local authority	Oxfordshire
Inspection number	10263306
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	27 April 2017

Information about this early years setting

The childminder registered in 2000 and lives in Banbury, Oxfordshire. She 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

- 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 her evaluation of the provider.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023