

Childminder report

Inspection date: 5 January 2023

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 settle quickly and eagerly begin to explore the wide range of activities on offer. They have strong bonds with the childminder, co-childminder and their assistant. For example, they enjoy exploring pretend ice creams and stacking them on top of each other to see how high they can go. Children feel safe and secure.

Children behave well and the childminder is quick to support them when they need help to regulate their feelings. For example, she constantly repeats phrases such as 'my turn' to help children understand how to take turns. Children are beginning to learn right from wrong.

Children are extremely independent and love to try new things. For example, they enjoy independently using the tap to wash their hands. They are quick to let the childminder know they can manage this on their own. This helps children to manage their own health and self-care needs.

Children are beginning to understand what makes them unique. For example, they ask the assistant for their friend's names and she supports them by naming all who are present. She ensures to include the names of the children asking so that they too understand a real sense of belonging.

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

- The childminder communicates well with the co-childminder and assistant. They frequently talk about the children's learning and how to support the next steps in their development. However, arrangements to support the professional development of the assistant are not prioritised well enough to support them to continually develop and update their skills and knowledge.
- The childminder offers a well-planned and well-thought-out curriculum. She understands the need to focus on children's emotional development and has a 'one of the family' ethos. The childminder knows how children learn across all seven areas of learning. For example, she recognises that babies will learn about exploring objects and older children will be learning a wider vocabulary. Children make good progress and have suitable next steps for their development.
- The childminder and her assistant truly understand how to ignite awe and wonder through children's experiences. For example, children are enthusiastic as the assistant introduces a song bag. They smile with joy as they choose the object and all shout out the nursery rhyme they know about it. Children have wonderful experiences to support their early literacy skills.
- Children have amazing positive attitudes to play and learning. For example, babies delight in sharing toys with older children. They giggle and laugh as they work together, rolling balls down tubes. Older children happily take turns and

excitedly show the babies how to use the toy. Children have lovely friendships.

- The childminder is passionate about children having the right support in place to meet their next steps of development. She regularly liaises with professionals and other settings that children attend. For example, she shares progress reports with them to ensure that children benefit from shared next steps of development. The childminder has the the same ambition for all children. She is prompt in ensuring that children with special educational needs and/or disabilities have access to the specific support they need.
- Parents are very happy with the care the childminder provides. One parent comments that the childminder's home is a, 'very unique setting that is truly wonderful'. The childminder has lovely relationships with the children's families and they share trusting relationships. For example, parents appreciate the support for children who needed help to settle after COVID-19. They value the healthy meals provided by the childminder and say this helps to support children to have good eating habits. This helps children to maintain healthy habits.
- The childminder plans some enjoyable experiences that help children to learn about their community and the wider world. For example, she holds birthday parties for them and they celebrate events such as the Queen's Jubilee. However, she does not consistently provide experiences or information aimed at helping children understand traditions, backgrounds and lives different to their own, to help prepare them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, co-childminder and assistant attend regular training to keep their knowledge of safeguarding issues up to date. They know how to spot signs and symptoms of issues, such as bruising on an immobile baby or if they are concerned a child is at risk of neglect. The childminder knows where to report to if she has concerns over a child's welfare. She has robust procedures in place if she were to receive an allegation about herself or others she works with. This helps to keep children safe. The childminder has thorough risk assessments for all outings. For example, children wear high-visibility coats and she takes emergency contact numbers with them. This minimises 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:

- extend the support for children to learn about the similarities and differences between themselves and others, to more fully develop their understanding of the world
- enhance strategies that support the assistant to receive focused and highly effective professional development.

Setting details

Unique reference number	2607316
Local authority	Oxfordshire
Inspection number	10260139
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 6
Total number of places	16
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Wallingford, Oxfordshire and childminds with her husband, who is her co-childminder. The childminder holds a relevant qualification at level 4 and employs an assistant who is qualified at level 3. She offers her service all year round, Monday to Friday, from 7.30am to 6.30pm.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.

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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