

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 are happy and excited at the childminder's home and love exploring the wide range of activities. For example, children eagerly pretend they have ice creams and talk about the yummy 'strawberry' and 'blackberry' flavours. They make lovely friendships with other children. For example, children jump with joy and laughter as they play hide and seek.

The childminder has high expectations for children's behaviour. For example, he talks with them about taking turns when they play with painting pens in the garden. Children behave well and follow instructions from adults. For example, they quickly stop running inside when asked. Children are beginning to understand why behaviour rules are in place.

Children have a strong sense of self and are beginning to understand what makes them unique. The childminder supports this by enthusiastically celebrating children's achievements. For example, children grin proudly as they show everyone the sticker they have received for going on the potty that morning. This helps build their confidence.

Children delight in exploring the world around them. For example, they are jubilant as a bumblebee flies past in the garden. Older children join in with brilliant ideas about what it is doing and where it might be going. The childminder expertly follows the children's ideas. Together, they enjoy spontaneous learning opportunities.

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

- The childminder understands the importance of children having good communication and language skills as part of the curriculum. For example, he supports children's vocabulary by repeating simple words and phrases in play, such as 'ice cream' and 'bang, bang'. The childminder is currently looking into new ways to enhance his teaching in this area further.
- The childminder, co-childminder and assistant all know the children very well. They support children in play with lovely interactions and introduce new ideas to them. For example, the childminder encourages children to use the hose independently to fill up the water tray. Children delight in helping, and they talk about it being a 'fire hose'. However, at times, the childminder does not effectively prepare some children for transitions in the routine. Some children wait for long periods and do not fully understand what is happening now and next. This means they become upset during periods of transition.
- The childminder has a sequenced curriculum and an in-depth knowledge of how children learn. For example, he ensures that children can recognise shapes

before moving on to drawing and building with them. This helps children to learn based on what they already know and can do, and to avoid any gaps in learning.

- Children have lots of opportunities to be physically active in play. For example, they beam with joy as they push wheelbarrows around the garden. They enjoy navigating their way around objects and laugh as friends follow them. Children have the physical skills they need for future experiences.
- The childminder is passionate about promoting children's good oral health. For example, he has enrolled the setting into an oral health initiative led by the local authority. As a result, he supports parents and gives them fun activities to try at home to encourage children to brush their teeth. This helps children to learn about healthy habits from an early age.
- The childminder has excellent communication with the co-childminder and assistant. This helps them to plan individual next steps for children and supports them within every interaction. For example, the childminder frequently talks to them about how to support children's learning. Together, they effectively support children to make good progress in their development.
- The childminder has positive partnerships with parents. Parents say they receive regular updates about their children's learning and development. They appreciate the daily photos and regular progress reports. Parents value the wide variety of fun and educational activities on offer. They say that children have amazing bonds with the childminder, co-childminder and their assistant. Parents champion the 'one-of-the-family' ethos and say that children settle very quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, assistant and co-childminder attend regular safeguarding training to keep their knowledge up to date. The childminder knows how to spot the signs if a child or their family are at risk of radicalisation. The childminder has secure procedures in place and knows how to report any allegation made against his practice. He carries out regular daily risk assessments. For example, he removes all broken toys and checks the garden before the children enter it. This helps to minimise 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:

- review and improve some aspects of the daily routine to more fully reflect the individual needs of children, specifically those who become unsettled or anxious during long waits or changes of activity.

Setting details

Unique reference number	2607317
Local authority	Oxfordshire
Inspection number	10263962
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. He lives in Wallingford, Oxfordshire and works with his wife, who is his co-childminder. The childminder holds a recognised early years qualification at level 3. He offers his 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 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 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 carried out joint observations of group activities with the childminder.
- The inspector looked at relevant documentation.
- The inspector reviewed written feedback from 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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