

Childminder report

Inspection date: 18 January 2023

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop good relationships with the childminder, and they feel comfortable and confident in her care. They develop friendships with each other, which the childminder promotes well. Children are generally cared for in an environment that is suitably organised. For example, children make choices from some accessible toys. Overall, children build on their independence effectively and they begin to try and do things for themselves.

The childminder has a secure knowledge of individual children's progress and what she wants them to learn next. Children enjoy the play activities and outings the childminder provides. These support their learning and development securely. Children learn to take turns, such as when choosing toys from a 'song bag'. They have fun singing familiar songs and rhymes together. This helps to build on their language skills well as they join in with the words and actions. The childminder pitches the level of children's learning effectively. For instance, she introduces simple numbers during songs, appropriate to the children's age and development. This helps children maintain their interest during focused activities and promotes their developing concentration skills well.

At times, children receive some suitable support for their behaviour, such as praise and explanations. However, this is not fully consistent. Sometimes, children become bored, leading to their behaviour deteriorating. When this occurs, the childminder does not always provide effective guidance and support to them.

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

- Children settle well on entry. The childminder works effectively with parents from the start. She offers settling-in visits and parents are given time to settle their children. The childminder and parents communicate well, which helps to support children consistently. Parents think highly of the childminder and praise her service and support. The childminder understands the importance of working with other early years settings that children attend to promote continuity in their care and learning. She makes contact with other settings, although does not fully consider further steps when there is no response.
- The childminder no longer works with an assistant. She securely understands how to support an assistant's skills and practice should she work with one again. However, the childminder does not organise some aspects of her practice and environment for children well enough. Although there is no significant risk to children, these weaknesses could potentially impact on their care if not addressed. For example, sometimes, items that pose a potential risk to children are left nearly in their reach. However, the childminder does supervise children closely, including when they are upstairs in travel cots. Overall, this helps to

minimise risks to them.

- Children develop their communication and language skills securely. The childminder implements her training and the learning gained from attending a children's phonic group effectively. This helps her to provide good quality support to children to promote their speech and vocabulary. The childminder reads and looks at books with children and encourages them to talk about what they know, such as their pets. She uses spontaneous observations of children well. For instance, when a child points out a bus going past, the childminder encourages children to recall and talk about the 'Wheels on the bus' song.
- Children benefit from a broad range of experiences, outings and activities with the childminder. Children spend time outdoors exploring. For example, the childminder encourages babies to feel the frosty grass, providing a sensory experience and developing their awareness of the world they live in. When children receive additional funding, the childminder makes thoughtful use of this, including supporting home learning experiences.
- The childminder builds children's good understanding of healthy practices, such as handwashing and teeth cleaning. She regularly ensures that children's noses are cleaned and tissues disposed of. Occasionally, the childminder steps in quite quickly to do things for children. This does not always give children sufficient time to try and do things for themselves.
- Children receive plenty of praise and encouragement to promote their confidence well. At times, the childminder guides children's understanding of expected behaviours suitably. However, she does not always provide effective support when children's behaviour escalates, and they become boisterous and stop listening. At these times, the childminder does not implement effective strategies to calm the children and to help engage them in more purposeful play.

Safeguarding

The arrangements for safeguarding are effective.

Since the childminder's last inspection, she has updated her safeguarding training. She takes effective steps to keep her knowledge current, such as through attending regular safeguarding meetings. The childminder demonstrates she has a good understanding of how to recognise and respond to any safeguarding concerns. This includes any concerns relating to children, herself or household members. The childminder raises children's awareness of keeping themselves safe. This includes sitting down to eat and taking care outside when it might be slippery. The childminder also provides effective information to parents to support children's safety, including cutting up fruit such as grapes into small pieces.

What does the setting need to do to improve?

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

- reflect on, identify and make improvements to the childminding environment and practices to ensure that the care of children is at a consistently good level
- manage daily routines effectively, to minimise any impact on children's behaviour, and provide effective guidance and support to help promote positive behaviour, including providing a calm environment and promoting engagement in purposeful play
- enhance children's developing self-care skills, and promote this more consistently, to support them to practise and gain these skills.

Setting details

Unique reference number	EY539299
Local authority	Oxfordshire
Inspection number	10251953
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	28 July 2022

Information about this early years setting

The childminder registered in 2016. She lives in Abingdon, Oxfordshire. The childminder offers her service all day, Monday to Friday, throughout the year except for bank holidays and family holidays. She has a relevant childminding level 3 qualification. The childminder receives funding to provide free early education for children aged two, three and four.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder provided the inspector with an overview of the skills and knowledge she wants children to learn, in relation to her curriculum learning intentions.
- The inspector observed children's routines, play and activities and their interactions with the childminder and considered the impact of these on their learning.
- A tour of the premises was completed by the inspector with the childminder.
- Written feedback from parents was reviewed by the inspector to gain their views about the childminder's service.
- Children interacted with and chatted to the inspector during the inspection.
- The inspector and childminder held discussions at appropriate times during the inspection.

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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