

Childminder report

Inspection date: 1 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, and enjoy exploring the wide variety of games on offer at the childminder's home. They confidently welcome visitors and excitedly ask them to join in with their imaginative play. Children are extremely independent, and persevere when they find an activity challenging. For example, they keep trying hard to count how many tokens they have won in a game.

The childminder has high expectations of children's behaviour. She demonstrates this well by modelling her expectations, such as showing how to take turns with toys. As a result, children follow her example and behave well. Children feel a sense of belonging and know what makes them unique. For instance, they eagerly tell visitors about the names of their pets at home and who they live with. Children are proud of their backgrounds and have a secure sense of who they are.

Children have good communication and language skills. For example, they animatedly tell the childminder about when they put their boots on and went in the 'deep puddles'. Children have a wide range of vocabulary, which helps them to articulate what they know. They demonstrate this well when they play 'doctors' and tell friends that they need the 'strawberry medicine'.

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

- The childminder offers plenty of opportunities to develop children's large-muscle skills. For instance, she regularly takes them on walks to the woods and the park. Consequently, children have good control over their large movements. They demonstrate this as they excitedly join in with a workout routine. Children skilfully follow the actions with their bodies. They have the physical skills they need for future learning.
- The childminder encourages children to develop a love of reading. She regularly reads to them and enthusiastically introduces new words. Consequently, older children enjoy listening to familiar stories and guessing what happens next. Younger children babble and try to repeat words, such as 'witch'. Children have good early literacy skills.
- The childminder knows how children learn and grow. For example, she offers older children more challenging concepts in learning, such as getting them to count to ten. However, at times, the childminder does not effectively plan exciting experiences for the youngest children that are based on their interests. This means that the youngest children do not consistently engage in activities.
- The childminder is proactive and ensures that her professional knowledge improves over time. For instance, she uses information from her recent training on dental hygiene, such as reward charts and information leaflets, to support parents with their children's oral health routines. This helps children to learn the

skills they need to lead healthy lifestyles.

- Overall, children have positive attitudes to play and learning. For example, they eagerly explore a pretend picnic and enjoy preparing the food for this game. However, the childminder does not effectively teach them about the language of feelings. Consequently, some children struggle with their emotions and, at times, do not want to join in with others. Some children do not have the skills they need to recognise and manage their feelings.
- The childminder offers high-quality learning experiences to extend children's knowledge and build on their cultural capital. For instance, she takes children to the post office and teaches them how to use stamps. They excitedly send pictures they have made to their homes. Children learn new concepts and knowledge from the different experiences.
- The childminder has trusting relationships with parents. They say that she offers a home-from-home environment, and they adore the close bonds she shares with the children. Parents say that the childminder is approachable and that they can go to her for support. For example, they appreciate the advice she has given to them about their children starting school. Parents like the regular updates they receive about their children's learning and development. For instance, they enjoy reviewing the children's next steps in learning and the daily verbal updates they receive. This helps parents to support children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She knows how to spot the signs and symptoms if a child is at risk of harm, such as from physical abuse. The childminder knows where to report to if she has concerns over a child's welfare. She also knows whom to report it to if an allegation were made against her or a household member. The childminder carries out thorough risk assessments for all outings. For instance, she talks to the children about how to look left and right before crossing the road. This helps children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- offer even more engaging and exciting activities that follow the youngest children's interests and support their next steps in learning
- improve the teaching of emotions and feelings to enable children to learn to begin to regulate their own behaviour.

Setting details

Unique reference number	EY484854
Local authority	Oxfordshire
Inspection number	10264151
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2014 and lives in Didcot, Oxfordshire. She operates all year round, from 8am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- 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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