

Childminder report

Inspection date: 2 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the childminder's. They enter a warm and inviting environment and are beginning to learn to take their shoes off and put them in their named box. Children are offered a range of activities based on their interests and likes, which the childminder has planned through observations and assessment. Children engage in interactive stories where they can press the sound buttons in the book to hear the farmyard animals. Children mimic the sounds they hear when they press the buttons. Together the children and the childminder explore 'story sacks' to find more farm animals.

Children are developing their communication skills. The childminder listens to children's babbles and waits to respond modelling the structure of communication. Children learn to listen and take turns in conversation.

The children form strong bonds with the childminder, seek her out for cuddles and engage her in their play, sharing their toys. Children receive a caring and nurturing approach from the childminder. Children receive a caring and nurturing approach from the childminder, who knows them well. However, this can at times mean that the childminder responds to their points and babbles without modelling language back to the children, to further support language development.

Children enjoy a range of experiences within the local community. For example, they like going to the local museum to learn about the history of their local town, taking trips on the bus and walks around the local parks.

As children get older, they learn to be gentle and kind to younger children.

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

- The childminder plans an effective curriculum based on what the children know and can do. For example, she teaches children to walk up and down stairs safely to support the development of their physical skills. She ensures that children have opportunities to manage risks safely to help them develop their understanding of how to keep themselves safe.
- The childminder has worked with the local authority early years team to address the action set in the last inspection and accessed training sessions. She has successfully improved her understanding on how to implement a curriculum that will more effectively support children's overall learning.
- Children have strong bonds with the childminder, and through her nurturing they gain confidence to express their needs. For example, when they want a cuddle for reassurance they are met with open arms and affection.
- Children are encouraged to build independence; for example, they take off their own shoes and coats. However, at times, the childminder will intervene and do things for the children without giving them opportunities to try for themselves,

such as getting a tissue to wipe their noses or washing their hands for them before mealtimes.

- The childminder provides activities that promote and celebrate diversity effectively. She gathers information from parents about traditions and values they share at home. For example, at Christmas time, they learned to sing German Christmas songs with the children.
- The children enjoy outings. The childminder takes them to visit the local church and attend a group where the children can talk with the vicar and learn about what he does at the church.
- Children learn the importance of leading healthy lifestyles. The childminder provides healthy snacks during the day and supports parents to prepare and provide healthy meals for lunch. The childminder teaches the importance of staying hydrated, and has spent quite some time in encouraging children to drink water throughout the day.
- Partnership with parents is good. Parents refer to how reliable and caring the childminder is towards the children. They are happy with the communication they receive and value the care and nurturing approach the childminder offers the children.
- Children learn to respect each other and their space. They learn to play together and alongside others, for instance, by taking turns to play with toys of interest. Older children enjoy playing with younger children and teaching them how to play with toys. While younger children grow in confidence and mimic the actions and games of the older children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe and who to report any concerns to. She shows a good awareness of her role and responsibility to protect and safeguard children. The childminder can recognise signs and indicators of abuse and knows the procedures to follow to protect children in a timely manner. She confidently demonstrates her understanding of the procedures she would follow if an allegation of abuse was made. The childminder attends training to keep her knowledge of safeguarding up to date. She is vigilant to possible indicators that a child or family may be at risk of being drawn into county lines.

What does the setting need to do to improve?

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

- provide consistent opportunities to further support children's language development
- provide a consistent approach to developing children independence skills.

Setting details

Unique reference number	EY452034
Local authority	Oxfordshire
Inspection number	10237882
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	3 to 10
Total number of places	5
Number of children on roll	14
Date of previous inspection	28 March 2022

Information about this early years setting

The childminder registered in 2012. She provides care in Bloxham, Oxfordshire. She works from 7.30am to 6pm, Monday to Thursday, term time only. The childminder receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector and childminder carried out a joint observation and discussed the intent and outcomes of the activity.
- The inspector observed children at play.
- The inspector assessed the childminder's safeguarding knowledge through discussion with her.
- The inspector took account of the views of parents.
- The inspector reviewed relevant documentation.

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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