

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 safe and happy in the childminder's home. They arrive and separate from their parents with ease. They cannot wait to sit on the childminder's knee to sing familiar songs, such as 'Row, Row, Row Your Boat'. Children explore their environment happily and begin to make their own choices, returning to the childminder for reassurance and support if needed. They are familiar with routines. For instance, they pick up the toys and put them away before lunchtime.

Children develop a love of books. The youngest children show a keen interest and independently bring books to the childminder to share with her. Children watch the childminder and follow what she does. They are determined to turn the pages, and the childminder offers them lots of opportunities to practise this. Children delight in singing action songs with their friends. They indicate the songs they want to sing. Their eyes light up as the bounce and move their feet to show that the bunnies are 'hopping'.

Children enjoy imaginative play and demonstrate good levels of interaction for their age. Children pick up the toy tea pot and make tea, handing it to the childminder. They learn how giving items to others can help them to extend their play ideas.

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

- The childminder has a clear understanding of what she wants children to learn within the curriculum. She focuses very clearly on building attachments and helping the youngest children to feel safe and secure so that they are ready to learn.
- The childminder captures opportunities to develop children's language effectively. For instance, young children babble and begin to use simple words. Children say 'up'. The childminder lifts them up high as they point. Then she extends this effectively, introducing 'down' and crouching down with children to touch the floor as she says 'down, down, down'. This helps to develop children's language and understanding.
- Children benefit from a positive role model for behaviour. The childminder consistently uses good manners in her interactions with children, showing them how to say 'please' and 'thank you'.
- The childminder helps to support children's development around eating. She works closely with parents as children begin to eat solid foods. For instance, she has arrangements in place for trying different foods and sharing children's response to them with parents.
- Children develop good physical skills. For example, they enjoy regular outings to the park, where they practise climbing and balancing. The childminder recognises the sequence of children's development. She provides appropriate

support for younger children who are learning to pull themselves up to standing but cannot yet balance unsupported.

- The childminder is attentive to supporting children's care needs. For instance, she keeps drinks cups within view so that younger children can access them independently. The childminder recognises when children need help to wipe their nose or mouth and she promptly attends to this. However, she has not fully considered how she can give children prior warning of what she is going to do, to help them understand how she is caring for them and why.
- The childminder has a positive approach to improving her practice. For instance, she attends relevant professional development opportunities. These are helping her to refine the curriculum. As a result of recent training, the childminder has expanded the range of non-fiction books available to children. She is using these successfully to help develop children's curiosity and interest in new things.
- Children learn about the environment in which they live. For instance, the childminder helps them to notice changes in their local area during outings. However, she recognises that, on occasion, she does not gather enough information about children's backgrounds to help her provide meaningful opportunities for them to learn about how they are unique.
- Partnerships between the childminder and other settings are strong. For example, the childminder accompanies children on transition visits when they begin to prepare for their move to school. She shares information with staff to help children's transition be as successful as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She has attended training to keep her knowledge of the signs and symptoms of abuse up to date. She is familiar with local safeguarding partnership procedures for referring concerns about children's welfare. The childminder regularly takes children on outings in the local area. She manages these well. For example, she uses the most appropriate method of transport and ensures she takes essential items, such as a first-aid kit with her. The childminder has considered how she will keep children safe in an emergency. She has fire evacuation procedures and emergency lockdown plans in place, should these ever be required.

What does the setting need to do to improve?

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

- give children prior warning and explanation when attending to their care needs, to help them develop a very early understanding of consent for personal care
- gather and use information about children's backgrounds to help them to gain an understanding of how they are unique.

Setting details

Unique reference number	EY372405
Local authority	Oxfordshire
Inspection number	10263491
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 9
Total number of places	12
Number of children on roll	7
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2008 and lives in the centre of Banbury, Oxfordshire. She provides care Monday to Thursday, from 8am to 4.30pm, all year round. The childminder holds a relevant qualification at level 3. She has two registered assistants who she uses on occasion. The childminder accepts funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Dailey

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a reading activity.
- The inspector observed handover procedures when children arrived and spoke to parents. She also considered the written views of parents provided for the day of 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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