

Childminder report

Inspection date: 14 March 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

The childminder and her assistant offer a welcoming and homely environment. Children demonstrate they feel happy, safe and secure and play alongside their friends with confidence. They know their routines well, tidy up their toys and delight in joining in with songs and action rhymes at circle. Children behave well. They willingly share their musical instruments and take pleasure in exploring new language, such as louder and softer.

The childminder supports children's independence skills from a young age. Children willingly help to tidy away resources and put on their own shoes ready to go outside. The childminder encourages children to practise new skills, such as to do up zips and buckles, to help support school readiness.

Children enjoy daily opportunities for fresh air and exercise. For example, they delight in walks through the woods, where they collect a range of natural resources. The childminder models words as children explore different textures, which helps them to learn new vocabulary. The childminder holds discussions with children about how to keep safe. For instance, children actively stop, look and listen when crossing roads. They understand that birds like to eat berries, however, they know not to pick and eat them and why.

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

- The childminder regularly evaluates her practice and is fully committed to making changes to raise standards. For example, since the last inspection, she has improved her understanding of curriculum planning. She assesses children's progress accurately and has a secure knowledge of each child. However, on occasion, as children take part in activities, the childminder does not focus on the learning of the younger children to consistently build on their existing knowledge.
- The childminder regularly updates her professional development, such as through research and training. She monitors her assistant's practice and provides feedback to help her build on her skills and knowledge. The childminder and her assistant are currently looking at training so they can introduce further aspects of the forest school approach to learning. This will widen children's play experiences.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day to help support their developing communication skills. However, on occasion, the childminder does not give children time to respond to questions to help build on their thinking and problem solving skills.
- The childminder has good relationships with parents. She regularly shares

information on children's on-going progress and has recently introduced a lending library to help guide and encourage parents to read with their children at home. Parents say that their children enjoy their time with the childminder and that they value the variety of activities provided.

- Children learn about the world around them. They enjoy trips to the garden centre, walks to the river and outings to farms, where they enjoy feeding the animals. Children enthusiastically talk to the inspector about their rides on buses to visit the local town. They say they love going to the library and have opportunities to take books back to the setting. This helps to build on their early literacy skills.
- The childminder embeds children's mathematical understanding into daily activities. For example, children count flowers when walking in the community. They compare differences in size as they collect natural resources. Children take pleasure in completing puzzles and demonstrate good matching skills.
- Children show kindness to others. For example, they sensitively reach out for the hand of their younger peers when walking. They stop and pick up their friend's glove when it falls on the floor unnoticed. The childminder consistently praises children for their achievements, which helps to build on their self-esteem.
- The childminder offers nutritious meals throughout the day. She has introduced a small water butt and reminds children to drink water to keep themselves hydrated. During the spring and summer months, children grow fruits and vegetables in the garden. This helps build on their understanding of where food comes from.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of the signs and symptoms that might indicate that a child is at risk of abuse. They understand the local safeguarding partnership's procedures for reporting concerns about children's welfare and potential allegations made about their practice. The setting is clean and hygienic. The childminder takes appropriate steps to prevent the spread of infectious illnesses. She uses risk assessments effectively to help keep children safe from harm. The setting is safe and secure.

What does the setting need to do to improve?

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

- use information gained from assessment even more precisely, to target what younger children need to learn next to promote the best possible progress
- provide children with even more time to respond to questions asked, to help build on their thinking and problem solving skills.

Setting details

Unique reference number	133376
Local authority	Oxfordshire
Inspection number	10237346
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 March 2022

Information about this early years setting

The childminder registered in 1995. She lives in a village near Abingdon in Oxfordshire. The childminder works with an assistant and operates Monday to Friday, from 7.15am to 6pm, throughout the year. She offers funding for the provision of free early education to children aged two, three and four years. The childminder holds a appropriate level 3 early years qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- 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 took account of the written views of parents and carers.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder conducted a joint observation with the inspector.
- The inspector spoke to the childminder, her assistant and children at appropriate times.
- A sample of documentation was observed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023