

Childminder report

Inspection date: 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from close partnership working and communication between the childminder and their parents. For example, together they explore ways to help children to feel safe and reassured, such as at sleep time. Young children successfully seek comfort, snuggling into items with the familiar scent of home. This helps them to feel safe and secure.

Children are eager to engage in imaginative play with their peers. The childminder and her assistant promote this well. For example, they provide suggestions of storylines that children can develop, such as being an explorer and going to hunt for animals. Children delight in dressing up. Older children put on a costume and say 'I am a tiger, they say rarrrrrr'. Their friends dress up as a member of the police force and shout 'ee aw ee aw', as they pretend to drive their police car.

Children behave well. They benefit from the clear expectations that the childminder and her assistant share for their behaviour. For example, they listen and respond to instructions, such as to tidy up or to get ready for snack time. Older children demonstrate good levels of concentration for their age as they listen to stories and join in singing songs. This helps to prepare them for their eventual move to school.

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

- The childminder and her assistant work effectively as a team. They both demonstrate a secure knowledge of what they want each child to learn and how to sequence learning to get to this point. For instance, they both promote opportunities for children to develop their self-help skills. They consistently recognise when children need support and guidance and when they can be encouraged to try simple tasks for themselves, such as pulling up their trousers and putting on their slippers. This consistency of approach helps children to make good progress.
- The childminder and her assistant demonstrate a secure understanding of how to promote children's physical development. For example, they describe the sequence of skills young children need to develop to move on from rolling, to sitting and then to crawling. They are successful at encouraging younger children to practise walking from one area of the home to another independently. This helps them develop their balance and coordination.
- The childminder and her assistant have good procedures in place to help children learn to manage their personal hygiene. For example, they help children to wash their hands and encourage them to put their hands over their mouths when coughing. However, the childminder has not fully considered how to extend this further, and teach children the reasons why they are doing this, to help them apply these skills in other situations.

- Children demonstrate good levels of perseverance. For instance, they rotate jigsaw pieces in their hands and work out when they are in the right position to be joined together correctly. Children show a determined attitude to do even better, such as when they practise holding writing tools with a different grip to help them make marks with increasing control.
- Children develop an age-appropriate understanding of people and communities. For example, the childminder teaches them about festivals and special days that their friends celebrate, such as Diwali and St David's Day. Parents report that they appreciate how the childminder and her team embrace and celebrate diversity.
- The childminder and her assistant help children to learn about foods that are healthy and good for their teeth and those that are not. Older children have good levels of communication and are able to access these activities very well, developing their knowledge. However, the childminder and her assistant do not fully consider how they can deploy themselves or adapt the intended learning to fully include younger children and enable them to participate fully.
- The childminder supports her assistant effectively. For example, she helps her to access training. She actively provides opportunities for her assistant to deliver and evaluate the learning opportunities she has planned for the children and they evaluate these together. The assistant says that she is very happy in her role and that she values the feedback that the childminder gives on her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant share an equally secure knowledge of how to keep children safe. For example, they are familiar with signs and symptoms of abuse, such as female genital mutilation and neglect. They are aware local safeguarding issues and know how to respond to any potential incident of concern, such as anti-social behaviour. The childminder and her assistant minimise risks to children well. For example, they are prompt to ensure that the floor is dry when children return inside after heavy rain. They have routine arrangements in place to monitor sleeping children.

What does the setting need to do to improve?

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

- adapt the organisation and delivery of group activities to ensure that the youngest children are able to participate equally
- strengthen opportunities to teach children the purpose of particular hygiene procedures to give them the understanding of why it is important to apply the skills they learn to other situations.

Setting details

Unique reference number	2614156
Local authority	Oxfordshire
Inspection number	10280954
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 6
Total number of places	18
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Bicester, Oxfordshire. The childminder has two registered assistants, one of whom works regularly. The childminder provides care from 8am to 6pm, Monday to Thursday. She holds an appropriate qualification at level 3 and accepts funding for the free provision of education for children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and assistant spoke to the inspector about their intentions for children's learning.
- The inspector and childminder completed a joint evaluation of a group activity.
- The inspector considered the written views of parents.

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