

# Childminder report

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 form positive relationships with the childminder. They show that they feel happy and secure in her care. Children frequently laugh and smile and approach the childminder for a 'cuddle or a tickle'. Overall, children demonstrate a positive attitude to learning as they explore the activities that are on offer. The childminder has high expectations for children's learning and behaviour. She frequently acknowledges children's efforts and ideas and gives them lots of encouragement. This helps to build children's confidence and supports them to understand the boundaries at the setting.

All children use their imagination well. They persevere for extended periods when they play with dolls and a doll's pushchair. Children play alongside each other with a pretend stethoscope. When children use different words, the childminder repeats these, builds on their vocabulary and praises their efforts. For example, children say the word, 'heart,' and the childminder consolidates this into a sentence, explaining how the heart beats, and replicates the sound of the beating heart. This helps children learn the correct pronunciation while their efforts at talking are appreciated. Children develop very positive attitudes to their learning. They respond well to the childminder's supportive, nurturing approach. Children are able to focus well on activities and are fully engaged in their play.

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

- The childminder extends her own professional development and makes continuous improvements. She keeps her knowledge and skills up to date, such as through completing training, identifying further training to attend and meeting with other childminders to share good practice.
- Partnerships with parents are strong. The childminder shares regular updates with the parents and supports them with their children's learning and development. Parents leave glowing testimonials and talk about the 'kind and caring' childminder. In addition, children who attend the setting after school leave testimonials and leave comments describing the childminder being 'fun,' and how they enjoy their time there.
- The childminder knows children well and makes every effort to make sure that their unique needs are met. For example, she works well with teachers from the school and pre-school that children attend to meet the individual needs of the children. This supports continuity in children's learning and their move on to their future education with confidence.
- Children follow a routine that meets their needs. The childminder is responsive to young children's changing behaviours and adapts plans. Consequently, children sleep and eat when they need. In turn, this helps to ensure that they are well rested and ready for learning.

- The childminder supports children's language effectively. They express their wants and needs by using words and expressions. She listens carefully and repeats and extends what the children are saying. However, the childminder is sometimes a little too eager with her interactions, not giving children enough time to consider their responses to questions. For example, she asks one question and then asks a further question rather than waiting for the child to respond. This means that children do not have opportunities to express their own ideas, experiment and consolidate their understanding and skills.
- Children generally behave well. On occasion, they struggle to share resources. The childminder manages this well and offer suggestions to help children resolve their issues. She provides suitable explanations to support children to develop a deeper understanding of the rules and boundaries. The childminder is a very good role model for children.
- The childminder has a secure understanding of child development. Overall, she provides a broad and well-sequenced curriculum which supports children's progress well. The childminder uses children's interests to develop their learning further. For example, she builds on their prior knowledge with numbers, colours and shapes. However, at times, the childminder does not recognise when good opportunities arise to reinforce children's interest in counting.
- Regular local visits into the community support children's understanding of the area in which they live. For example, they visit parks and the local nature reserve. Furthermore, children enjoy play sessions and develop social skills and friendships with children cared for by other local childminders.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

## What does the setting need to do to improve?

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

- give children an appropriate amount of time to consider their responses to questions
- make better use of opportunities that arise to promote children's mathematical development, including counting.

## Setting details

<b>Unique reference number</b>	EY332995
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10265046
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2006. She lives in Bicester, Oxfordshire. The childminder operates on a full-time basis, from 7.30am to 5pm, all year round. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Amanda Perkin

### 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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in their written comments.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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