

# Childminder report

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children are happy and enjoy their time at the childminder's home. The childminder provides a broad range of experiences that help all children make good progress in their development. Children excitedly explore the activities on offer, such as sticking shapes and threading wheels. The childminder knows the children well and they share caring relationships. Children go to the childminder for regular reassurance and comfort. They feel safe and secure.

Children are very polite and have good manners. The childminder consistently supports them by reminding them to say 'please' and 'thank you'. She has high expectations of children's behaviour. For instance, she reminds them to 'use their words' to tell her what is upsetting them. This helps children to understand how to communicate their needs effectively. Children behave well and respond to her instructions quickly. For example, they happily work together to help to tidy away the pasta play. They are learning why behaviour rules are in place.

Children have strong communication and language skills. For instance, while making lunch, they happily chat back and forth with the childminder about their thoughts and ideas. Older children talk about their gardens at home and how 'daddy cuts the grass'. They are beginning to link concepts from previous experiences and share these confidently with friends.

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

- The childminder plans a sequenced curriculum for all children. She confidently explains how she supports children's early language skills. For example, she helps the youngest children in this area by repeating simple words and asking them to mimic her sounds. For older children, she encourages them to use full sentences and descriptive language. This helps children to reach their next steps of development.
- The childminder expertly adapts activities to ensure that they are inclusive for all children, including those with special educational needs and/or disabilities (SEND). The childminder uses reports from other professionals involved in the care to help her meet the children's needs. However, she does not work closely with other professionals or settings that children attend, to ensure that children experience continuity of care and learning.
- Children have positive attitudes to play and learning. This is demonstrated well when the youngest children concentrate for long periods of time as they place hoops on sticks of pasta. They persevere and smile with joy when they achieve this. From an early age, children have good skills to focus on learning.
- The childminder recognises the importance of supporting her professional development to improve practice over time. She explains how she uses a 'best

practice toolkit' to help her with new ideas for activities. However, at times she does not target her professional development effectively. This means that, on occasion, she does not know the best ways to extend children's learning. For example, the childminder plans experiences to support children with English as additional language. This includes providing puzzles and singing rhymes from online videos with home languages. However, she has not developed her knowledge of how to support these children even further.

- The childminder offers plenty of opportunities for children to get fresh air. For instance, children enjoy a daily walk to school and the childminder explains how they use this as a learning opportunity. Children excitedly tell visitors about the rainbow they have seen that morning. In addition, the childminder offers children regular opportunities to use their large physical skills. For example, children giggle with glee as they run in the garden. The childminder gently supports some children to join in by holding their hands. Children have the physical skills they need for future learning.
- Parents appreciate the regular updates they receive about their children's learning and development. They say that the childminder is 'kind' and offers a 'nurturing' environment. Parents adore the wide variety of activities that the childminder offers, such as outings to local playgroups. The childminder shares top tips with parents on topics such as potty training. This helps parents to support their children to learn the important self-care skills they need.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge of safeguarding up to date. She knows how to spot signs and symptoms of children who may be at risk of harm, such as bruising on an immobile baby. The childminder knows the procedure she must follow should an allegation be made against herself or a household member. She carries out thorough risk assessments for all outings. For instance, she explains how she teaches the children to 'stop, look and listen' at road sides. This helps to teach children how to keep themselves safe.

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

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

- strengthen partnerships with other agencies involved with children's care and other settings that children attend, to create a shared approach to children's development and learning
- establish a secure and focused programme of continual professional development, to improve knowledge of how to support children's next steps even further.

## Setting details

<b>Unique reference number</b>	EY366933
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10280131
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Chinnor, Oxfordshire. She operates from 8am to 6pm, Monday to Thursday, all year round, except family holidays and bank holidays. The childminder is a qualified teacher. She is in receipt of funding to provide education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mandy Cooper

### 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 provision.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written feedback of the childminder with the inspector.

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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