

Childminder report

Inspection date: 18 April 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 are settled and happy with the childminder. They are relaxed in the childminder's care, happily choosing what to do. Babies receive plenty of cuddles to help them settle. They enjoy snuggling up to the childminder and respond to her smiles and chat with giggles and big grins. Children behave appropriately for their age. They enjoy being in the calm and relaxed environment the childminder creates. They are confident to greet visitors and enjoy showing them favourite toys.

The childminder wants children to flourish and achieve well. Children benefit from a well-planned and well-delivered curriculum with a strong emphasis on developing their personal, communication and physical skills. Babies have the space they need to begin to roll and move in different ways. Older children enjoy and learn from activities specifically planned to develop different groups of muscles. All children benefit from hearing words and phrases that match well their current stages of development. The childminder offers children plenty of praise and encouragement. This good practice results in children progressing well and thoroughly enjoying their play and learning.

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

- The childminder is very effective at supporting children's developing speaking skills. She accurately evaluates children's current language capabilities. She then sequences their learning well, so that, over time, children build on these skills and become confident and capable communicators. For example, the childminder identifies when children need to hear words modelled back to them clearly and accurately and when they will benefit from being introduced to new words to build vocabulary.
- Babies and children take part in a good range of activities planned by the childminder to develop a wide range of physical skills. Babies are supported to develop the strength they need to sit up. Older children have plenty of opportunities to develop their large muscles. They thoroughly enjoy exploring small resources that have been carefully chosen to build strength in their hands and fingers.
- The childminder makes good use of children's interests to deliver her planned curriculum of learning. For example, she uses children's interests in toy vehicles to teach numbers and counting. This helps ensure children thoroughly enjoy what they do and are developing a positive view of learning, alongside gaining useful new knowledge.
- The childminder plans her day, so that children have plenty of time to explore and learn in their own way and at their own pace. However, she has not fully considered how she can use daily routines to help children focus and

concentrate, so they can make the most out of learning opportunities that are best delivered in a more structured way.

- The childminder makes books available to children. She takes children to choose books at the local library and reads to children when they ask. She does so in a very engaging manner that captures children's interest. However, she has not fully considered how to organise her day, so that all children have daily story times, to best support their developing literacy skills.
- Children show they are remembering well what they have learned. This demonstrates the effectiveness of the childminder's teaching. For example, children remember how to use pipettes and learn the word 'squeeze' to describe what they have to do.
- The childminder places a high priority on making sure children feel emotionally secure. She plans carefully how she can ensure babies get the cuddles they need to build warm attachments while still supporting older children's play and learning. She chats, smiles and sings as she changes nappies and babies respond with delight.
- Parents speak warmly of the childminder. They appreciate the practical support she offers with developmental milestones, such as toilet training. They are also invited into the childminder's home to see the activities their children have been enjoying. This helps them understand what children are learning with the childminder, so they can continue that learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She keeps her safeguarding knowledge up to date through attending regular training and conducting her own research. She knows how to identify the signs a child may be at risk of harm and how to report such concerns, to keep children safe. She understands the need to act promptly if she is concerned a child is in an unsafe situation, such as if a child is being exposed to domestic violence or extreme ideologies. She ensures her home is a safe and secure space, suitable for the care of children.

What does the setting need to do to improve?

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

- support children more effectively to develop the skills they need to focus and concentrate when taking part in more structured learning experiences
- plan more precisely how to help all children develop a love of books, to further support their developing literacy skills.

Setting details

Unique reference number	2620106
Local authority	Oxfordshire
Inspection number	10280880
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Chipping Norton, Oxfordshire. She offers care from 8.30am to 5.30pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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