

# Childminder report

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Inspection date: 11 May 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 are safe and secure in the childminder's care. The childminder knows each child's individual emotional needs and she anticipates where they might need sensitive support, guidance or reassurance.

Children have good attitudes to their learning. They are enthusiastic about the activities on offer, such as building towers, sharing stories and painting pictures. Children demonstrate good levels of attention and concentration. They remain at activities for long periods of time in relation to their age. For instance, children of different ages enjoy learning to cut fruit and vegetables and tasting them in turn to discover their texture and taste. The childminder consistently helps children to understand what is expected of them. For example, when asking children to follow rules, such as to sit on the chair, she gives explanations of why it is safer to sit than stand. Children listen, respond and follow instructions well.

The childminder supports children's developing language effectively. For instance, she recognises when children need support to learn to pronounce words clearly. In her interactions with children, she ensures that her use of language is correct and she sensitively repeats the words children use in her narrative of their play. This is helping children to begin to hear and use new words.

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

- The childminder uses her observations of children's play to help her decide what they need to learn next. She also shares her plans for individual children with parents to promote a joined-up approach to supporting their development. For example, she provides guidance to help parents understand how they can help their children to develop their speech at home.
- The childminder has clear intentions for what she wants children to learn to do before they go to school. She currently has a focus for developing social skills for some children, and is increasing opportunities for them to mix with other children to build their confidence and self-esteem.
- Children enjoy the freedom that the childminder gives them to be creative. For example, during their painting activities, she encourages them to explore paints in different ways. Younger children enjoy squishing paint in their hands and they make marks with paint using their fingers. Older children learn to grasp fruits and vegetables. They identify the colour of paint as they enthusiastically make prints using vegetables, such as broccoli and mushrooms.
- Children are supported well to learn to manage their feelings and behaviour. The childminder helps them to learn to play alongside each other and teaches them the skills they need to learn to begin to resolve problems for themselves. This helps prepare children for their eventual move to school.

- The childminder supports children's personal development effectively. For example, she sensitively supports children to understand about forthcoming changes in their family lives. She also helps children to learn about health and well-being, such as about the impact of what they drink has on their oral health.
- Children learn about how they are unique. The childminder captures opportunities to teach children keywords in the languages that they speak. She also provides exciting opportunities for children to cook and then taste the foods that their friends eat at home, such as polenta and corn bread. This helps children to learn about themselves and others from a familiar starting point.
- The childminder establishes positive partnerships with other settings that children attend. For instance, she has good communication with the local nursery and school that children go on to attend. The childminder shares information with staff and they work together to help support children's care.
- The childminder networks with other providers in her local area and she reads updates provided by the local authority. However, she does not complete focused and highly effective professional development to enhance her own subject knowledge and help her to continually improve the curriculum.
- The childminder helps children to learn how to keep themselves safe, For example, during planned activities, she demonstrates to children how to use a safety knife to cut the cucumber. She explains the rules for using knives, such as that you only use one with an adult. She also demonstrates how to use the knife safely. This helps to give children knowledge for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of how to risk assess to keep her home safe and ready for children each day. For example, she considers the action she needs to take specifically to make her home and the toys available suitable for younger children. The childminder understands the local safeguarding partnership procedures that she needs to follow should she have a concern about children's welfare, or should an allegation be made. She has a good understanding of signs and symptoms of abuse, including grooming and female genital mutilation.

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

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

- complete appropriate professional development to enhance subject knowledge and further improve the delivery of the curriculum.

## Setting details

<b>Unique reference number</b>	EY360635
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10263781
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 2007. She lives in Banbury, Oxfordshire. She provides care Monday to Friday, from 7.30am to 6.30pm, all year round. She accepts funding for the free provision of education for children aged two, three and four years. The childminder holds a childcare qualification at level 2.

## 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 inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- Parents provided written views on the day of the inspection and these were considered.
- Children spoke to the inspector about their learning.

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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