

# Childminder report

---

Inspection date: 19 May 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	Not applicable

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

### **The provision is good**

Children show they feel happy, content and safe with the childminder and her assistants. This sense of security is enhanced by routines being embedded well, so that children know what is expected of them and when. When children arrive they know where to put their shoes and coats. They understand the routines and confidently help to aid the smooth running of the day. For example, children enjoy helping to tidy up and get ready for mealtimes. This common sense of purpose adds to the happy and productive atmosphere. Through these routines children are also learning well to be helpful and considerate.

The childminder wants the best for the children in her care. She sees the potential in each child and provides extra experiences children may need to fill gaps in their understanding or knowledge. All children benefit from a curriculum that is thoughtfully put together and delivered very well. Children learn lots during their time with the childminder. They increase their vocabulary, learn to do things for themselves and gain the physical skills they will need for later writing. They also learn a lot about their community and the wider world. By the time they leave to start school they have the skills and knowledge they need to confidently manage the move.

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

- The childminder makes accurate assessments about children's learning and uses these to clearly identify what children need to learn next. She is then able to plan carefully and accurately, always with a specific goal in mind. For example, on identifying that some children are not yet confident to use scissors, she also considers why this was. She recognises that some children need more practice to develop the muscles they need to use scissors and plans activities to specifically help with this.
- The childminder and her assistants are extremely skilled at delivering planned, adult-led learning experiences. They capture children's interest well and use this effectively to teach both skills and knowledge. For example, children are taught how to sit comfortably so they can get the most out of these times. They also learn well about numbers, stories and songs.
- The childminder consistently checks back on what children know, without putting children under any undue pressure. This way she can check on the effectiveness of her teaching while also building children's confidence and self-esteem. Children are proud to share what they remember. For example, on the day of the inspection, children share lots of things they remembered from learning about the story of 'The Very Hungry Caterpillar'.
- The childminder fully understand the importance of children being exposed to high quality language. She and her assistants read to children a lot, promoting a

love of books and introducing new vocabulary. They plan and deliver regular singing sessions. They introduce sign language to help all children communicate their needs. Sometimes during periods when children can make choices about their play, it is the more articulate and confident children who receive more attention. At these times, opportunities are lost to fully support less confident children's speech and language.

- All children are developing well into curious and inquisitive learners. The childminder creates an environment that encourages children to explore and follow their own fascinations, especially outdoors. This helps bring learning to life, and children show how much they learn about the world around them from this approach. For example, children remember what they have found out about bugs and minibeasts. They remember where they like to live and describe their different features.
- The childminder ensures all children learn well about the own community and the wider world. Children regularly visit local care homes, where they enjoy the company of people who have lived long and interesting lives. Children take part in interesting activities to learn about their own and other cultures. This good practice helps all children learn to value and respect the differences and similarities between themselves and others.
- The childminder is passionate about doing a good job. She is a real advocate for the children she looks after, working closely with parents and other professionals to ensure that children get any additional help they may need. She has created a highly skilled and committed team with her assistants. She is always striving to learn more and build further on what she already does extremely well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes effective steps to ensure that her safeguarding knowledge remains updated. She is equally as effective in ensuring her assistants have a clear understanding of the signs of potential abuse and know what to do with any concerns. This includes reporting the concerns to other professionals themselves, if the need to do so ever arose. The childminder understands the importance of listening to what children say and acting accordingly. She knows what she would need to do if a concern was ever raised about her own conduct. The childminder ensures that her home is a safe space, suitable for the care of children. She ensures that children are closely supervised at all times.

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

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

- enhance the use of opportunities to interact with children with less developed language skills, including during periods of children's self-chosen play.

## Setting details

<b>Unique reference number</b>	2634207
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10285914
<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>	15
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in Banbury, Oxfordshire. She offers care all year round, from 8am until 5pm. The childminder has an early years qualification. She works regularly with two registered assistants. The childminder offers funded education for children aged two, three and four years.

## 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 setting.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistants and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took account of these.
- The inspector spoke with the childminder to find out about how she organises her provision and supports her assistants.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023