

Childminder report

Inspection date:

25 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and secure in the childminder's home. Generally, children learn well, as the childminder understands how to provide a broad curriculum which builds on their experiences. Children explore freely, as she creates an environment that is inviting. For example, the childminder sets up a drink-making station with flavoured teabags for children to make their own 'tea'. Older children independently pour tea into a variety of cups and goblets and enjoy offering visitors drinks. They choose fruit slices to add to their tea and the childminder supports them in their play. She encourages them to smell the fruit and asks them to recall smells, such as rosemary, from their recent music group.

Older children dress and undress themselves to play outside and confidently make their needs known to the childminder. They show a good understanding. For example, when the childminder asks them to roll up their sleeves to wash their hands, they confidently reply that they have short sleeves. Children play well together and support each other to find the food to feed 'the hungry caterpillar' which is hidden in the pasta. This demonstrates their positive attitudes to learning.

All children, including those with special educational needs and/or disabilities (SEND), have made some progress since they started at the setting. However, despite the childminder recognising where children are not making progress as expected, she has not made appropriate referrals. This does not ensure children receive effective support to make the best progress in their development at the earliest opportunity.

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

- The childminder has met the recommendations set at her last inspection. She now labels resources, so that children can see what is in the storage boxes. This helps to develop children's independence, as they can easily find their choice of toys. The childminder contacts local pre-schools that the children attend. This sharing of information helps to ensure she is providing support for children in her care attending more than one setting.
- The childminder commits to professional training to support the development of her curriculum. She is currently attending training funded by the local authority. As a result, she provides lots of natural materials for the children to explore. However, she has not continued to maintain her knowledge of SEND. As a result, she is unaware of the procedures to follow to get early and swift diagnoses for children with SEND. Therefore, not all the children are making the progress they could be. Nevertheless, all children have made some progress since starting with the childminder. She tracks their progress and is able to talk about what they can do now that they could not do when they first started with

her.

- The childminder offers children a variety of experiences to develop their understanding of the world in which they live. She gains knowledge from the parents about what the children know and can do when they first start with her. She uses this information to build on their experiences. For example, recently, she took the children on a bus ride to develop their knowledge of travelling on different forms of transport. However, the childminder is not able to support all children's development fully, as she has not sought appropriate advice to assist those children who require additional help.
- The childminder supports children to understand healthy lifestyles. She encourages them to wash their hands after playing in the garden, before mealtimes and after using the toilet. This helps to develop their understanding of personal hygiene. Children enjoy healthy snacks and pour their own drinks. The childminder chats freely during personal care routines, such as nappy changing, and this builds on children's sense of belonging and attachment.
- Parents speak well of the childminder. They comment they are happy with the care she provides. They share that she keeps them informed about how their children are progressing. She does this through photos and daily handovers. All parents know what their children are currently working on. The childminder supports children's emotional development well. She works closely with parents to understand, and provide for, children's individual needs.
- The childminder has high expectations for children's behaviour. She uses praise and encouragement to support them. Children understand the rules and boundaries, and behaviour is good. They demonstrate positive attitudes to learning and persevere in their play. For example, they independently explore the climbing frame. They persevere as they navigate the steps and turn to slide down the ramp. Children are independent in their play and help to cut the fruit for snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding policies and procedures. This includes child protection concerns such as the 'Prevent' duty and female genital mutilation. This helps her to recognise signs and protect the welfare of children in her care. The childminder undertakes regular training. She understands the procedures to follow if concerns are raised about her or her household members. She has a current paediatric first-aid certificate. This helps her to respond appropriately in the event of an accident. The home is safe and secure, which prevents unauthorised people gaining access to the property.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop knowledge and understanding of how to access sources of support, advice and assessment for children with SEND, in order to take swift action where appropriate and ensure all children make the best possible progress.	08/06/2023

Setting details

Unique reference number	EY491579
Local authority	Oxfordshire
Inspection number	10285859
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	20 October 2017

Information about this early years setting

The childminder registered in 2015. She lives in Carterton, Oxfordshire. She provides care Monday to Friday from 7.30am to 5.30pm, all year round. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Lindsay Osman

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- 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.
- 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.
- Parents shared their views of the setting with the inspector.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023