

Childminder report

Inspection date: 30 May 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 happy and they excitedly welcome visitors to the childminder's home. They confidently explore the activities on offer and choose what they would like to do. For instance, younger children enjoy sharing books and say, 'This is the littlest and this is the biggest,' as they talk about the pictures they see. The childminder skilfully extends children's vocabulary by introducing new words to children as they read, such as 'antenna'. Children have good communication and language skills.

The childminder has high expectations of children's behaviour. She promotes specific values that support children to learn what is expected of them. For example, she plans 'grace and courtesy' sessions into her routines to help to teach children how to be respectful to others, such as saying 'excuse me' to others when they need to walk by. Children have good manners and use these at all times.

Children have a wonderful knowledge and understanding of the world around them. For example, they excitedly comment on caterpillars they see and talk about the 'growing eggs' and how they will turn into 'butterflies'. The childminder supports this even further with information books on insects and by repeatedly talking with the children about their understanding. Children have secure knowledge from previous learning.

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

- The childminder has a well-thought-out sequenced curriculum, based on Montessori teaching. She advocates that children need to learn a set of core skills and ensures they have mastered one skill before moving on to the next. For example, she recognises that some children are beginning to learn how to use scissors and she offers them the opportunity to cut flowers to help them practise this skill. This helps children to learn based on what they already know and can do.
- The childminder supports children to learn skills that will help them be confident and independent learners. For example, children skilfully choose the toys they wish to play with and they how to put them away when they have finished with them. Furthermore, all children are extremely competent in completing everyday tasks by themselves. They demonstrate this well when they happily tidy away their plates and wipe the table after eating. From a young age, children have the skills they need to manage their own health and self-care needs.
- The childminder offers a rich set of experiences for children to learn about their own and others' cultures. She plans days when children can share their home foods and their cultural clothing with their friends. The childminder extends this with stories of other countries and looks at them on the globe. Children have meaningful experiences to help them to understand what makes them unique.

- Children have positive attitudes to play and learning. For instance, the childminder enthusiastically sings rhymes about 'bee bots' and children jump with joy and giggle with glee as she hides the 'bees'. Children are curious learners with inquisitive minds, which helps them to engage for long periods.
- The childminder offers children some opportunities to be outdoors and develop their physical skills. For example, children delight as they climb steps and slide down slides by themselves in the garden. However, the childminder does not always offer regular enough opportunities for children to be physically active in play indoors.
- The childminder knows the children very well and they share close bonds. Children make lovely friendships and happily chat back and forth together during the day. For instance, they giggle together as they play on the see-saw in the garden. However, at times, the childminder does not offer enough opportunities to encourage children to play collaboratively. This does not help children to learn the social skills they need for school when the time comes.
- The childminder builds trusting and positive parent partnerships. Parents appreciate the regular updates they receive through photos and verbal handovers. These help them to understand their children's learning and development. Parents say that the activities the childminder plans support their children's learning needs well. Parents value the childminder's 'nurturing' and 'caring' nature.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She knows how to spot the signs and symptoms if a child is at risk of harm, such as neglect. The childminder knows where to report any concerns she has about a child's welfare. She knows the procedure she must follow should an allegation be made against herself or a household member. The childminder carries out regular risk assessments to minimise the risk to children. For example, for outings, she checks the areas for any items that could pose a risk to children.

What does the setting need to do to improve?

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

- develop further opportunities to support children to be physically active in play indoors as well as outside
- enhance current strategies to support children's collaborative play to help them to learn the social skills they need for future learning.

Setting details

Unique reference number	2634681
Local authority	Oxfordshire
Inspection number	10289549
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	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Wantage, Oxfordshire. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays.

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 provided the inspector with a sample of key documents on request.
- The inspector carried out a joint observation of a fine motor skills activity with the childminder.
- The inspector observed the interactions between the childminder and children.

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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