

# Childminder report

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Inspection date: 31 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	Requires improvement

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

### **The provision is good**

Children learn to do routine activities for themselves. Younger children learn to put their shoes away on shelves. Older children listen to explanations as to how to put their shoes on the correct feet. The childminder supports children's readiness for school through promoting their self-care skills, helping them to make new friends and building their confidence to develop relationships with others.

Children thoroughly enjoy exploring the natural world. The childminder successfully provides experiences such as growing plants and helping children to understand the life cycle of a butterfly. Children are excited to release their butterflies, constantly asking questions and using books to show their understanding of what they have experienced. For example, children use reference books to find pictures of the butterflies that they have hatched from eggs.

Children confidently talk about their experiences with the childminder. They recall special outings to museums, visits to parks and outings with friends. The childminder carefully plans additional experiences to enrich children's lives and their ongoing learning. For example, children look in the childminder's 'big book of fun' to identify pictures of birds they have seen as part of a birdwatch.

Children's home languages are celebrated and respected by the childminder effectively. She uses key words, such as animal names, to reflect the languages that children speak at home and English. Parents appreciate this respectful practice of language development.

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

- Children have a good understanding of different mathematical concepts. They see that numbers, shapes, colours and different sizes are all around them and part of their everyday lives. The childminder uses children's interests, such as animals and dinosaurs, to support their mathematical development. Children compare their sizes, sort them into groups, recognise the differences between them and count how many they have.
- The childminder has developed a strong understanding of how to promote children's language and communication skills. She supports younger children through repetition of songs and simple words. She introduces more complex words for older children to increase their vocabulary. Children practise using words such as 'habitat', 'transformation', 'chrysalis' and 'emerge' when learning how a caterpillar transforms into a butterfly.
- The childminder knows the children extremely well. She uses information from parents to talk about familiar events in children's lives and celebrates these in the setting. This helps children to feel settled, reassured and welcomed into the

childminder's care. Children freely explore the activities available, making confident choices for themselves as to what to play with and where to play.

- Children successfully learn to negotiate and cooperate in their play. The childminder provides subtle support to help children to learn about boundaries and rules. For example, she plays games such as 'What's the time, Mr Fox?' to help children to work together and take turns.
- Children explore experiences through small-world play and role play. They act out what they have learned about making healthy eating choices in the home corner and talk about the animals they see when playing with the farm. The childminder helps them to be imaginative through discussions and group play. However, children do not have consistent opportunities to express themselves individually and freely through art and design. For example, they make Coronation crowns designed by the childminder, not how children might imagine a crown looks like.
- The childminder recognises children's stages of development and adapts activities and experiences for each child's level of understanding and ability. However, she does not always adapt her teaching methods to match each child's preferred learning style. This means that teaching is not consistently matched to what every child needs to maximise their learning.
- Parents make positive comments about the quality of care their children receive with the childminder. They know what the next steps are for their child's development. Parents take a strong interest in the topics that children are learning about with the childminder and continue these at home. For example, children enjoy seeing real-life kookaburra birds during visits to the zoo with their families after celebrating Australia Day.
- The childminder has a positive attitude towards developing her professional knowledge and skills. She has made great improvements since her last inspection. She is eager to complete additional training and evaluates how effective her updated practice is with regard to the children she cares for.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the procedures to follow if she has a concern about a child in her care. She attends regular training to keep her knowledge up to date. She understands the signs and symptoms of abuse and knows how and who to report the concerns to. Children learn to keep themselves safe. The childminder carries out risk assessments of her play space to adapt the environment according to children's physical abilities. She gives clear instructions and explanations to help children understand about using equipment safely and assessing hazards, especially when on outings. The childminder has reviewed and improved her practice with regard to the safe supervision of the children in her care. For example, she makes sure she can see children who choose to play indoors when others are outdoors.

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

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

- improve teaching to make sure children can express their own creativity and imagination during all creative activities
- use information about how each child prefers to learn more precisely to fully support all learning experiences.

## Setting details

<b>Unique reference number</b>	2584065
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10261641
<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>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 October 2022

## Information about this early years setting

The childminder registered in 2020 and lives in Grove, near Wantage, Oxfordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Parnell

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has on children's 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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