

# Childminder report

---

Inspection date: 6 June 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

The childminder welcomes children with warm smiles and chatter as they enter her home. She enthusiastically encourages them to explore the wide variety of resources on offer. For example, children eagerly begin building with blocks and babble back and forth with the childminder. Babies happily sit and observe others as they play. Children are very confident and feel safe and secure.

The childminder has high expectations of children's behaviour. She is passionate about teaching them social rules so that they learn how to interact with others. For instance, the childminder gently reminds young children to have 'kind hands' as they play with babies. Children listen and respond well. They carefully 'high five' babies, and they all smile at each other. Children are beginning to understand how their behaviour impacts their friends.

Children are inquisitive and enjoy finding new things to explore. For example, older children delight in playing games such as peek-a-boo with the childminder. Children thoroughly enjoy the childminder's company, and they have the confidence they need for future learning.

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

- The childminder has a well-sequenced curriculum. She gathers information about what children already know and can do before they start. This helps her to build on children's interests and abilities to ensure that there are no gaps in learning. For example, the childminder skilfully supports babies' physical development with tummy time. She then moves on to encouraging them to walk and finally develop skills such as using alternate feet and pulling themselves up onto climbing equipment. Children make good progress in their development.
- The childminder recognises the importance of children developing good communication and language skills. She provides a language-rich environment and constantly comments on children's play. For example, the childminder consistently repeats simple words such as 'where?' Children excitedly babble back and repeat familiar words such as 'hello'. Children have the language skills they need for their next steps in learning.
- The childminder prides herself on self-reflection. She continuously introduces new activities for children such as a 'holiday' theme in the role-play area. This helps to develop children's enthusiasm to learn. For example, children happily build sandcastles and enjoy filling the buckets with their spoons. They clap their hands with joy as they uncover the sandcastle. However, at times, the childminder is not fully effective at providing meaningful opportunities for babies to practise their next steps in learning. For instance, babies spend periods of time sat observing older children's play, and the childminder does not consider

how to use the space and resources available to better promote their engagement in play.

- Children have positive attitudes to play and learning. For instance, they enjoy trying to complete simple puzzles with the childminder's support. They gaze with wonder as the puzzles sing familiar rhymes back to them as they complete them. The childminder skilfully extends their learning and offers musical instruments for children to explore. Children enjoy shaking the instruments along to the rhymes. They benefit from meaningful learning experiences.
- The childminder understands the importance of supporting children to have healthy lifestyles. She offers them daily opportunities to be outside and have the 'fresh air' they need. For instance, children giggle with happiness as they push wheeled toys in the garden, pretending to mow the lawn. However, the curriculum that the childminder implements does not offer children enough regular opportunities to learn about healthy food choices.
- The childminder recognises the importance of her continual professional development. For instance, she attends regular network meetings with other childminders to help her reflect on practice and share new ideas. For example, the childminder joins in with group activities such as walks around the community. This helps to support children's social and physical skills even further.
- Parents speak highly of the childminder and say she is friendly and approachable. They say she 'really cares' about the children. Parents adore the detailed updates they receive that help them to understand their children's learning and development. The childminder supports children's home learning well. For instance, she supports bilingual children by sharing familiar English words to use at home.

## 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 signs and symptoms if a child is at risk of abuse such as bruising on an immobile baby. The childminder knows where to report concerns about a child's welfare. She knows the procedures to follow if she receives an allegation about herself or a household member. The childminder carries out thorough risk assessments of her home and all outings. For instance, she checks her garden for broken toys or foreign objects before children enter.

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

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

- strengthen the implementation of activities to make better use of space and resources to promote babies engagement in play

- enhance the curriculum to teach children about healthy food choices even further.

## Setting details

<b>Unique reference number</b>	2599585
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10251531
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in September 2020 and lives in Swindon, Wiltshire. She operates term time only, from 8am to 6pm, Monday to Thursday, and from 3pm to 6pm on Friday. She holds a relevant qualification at level 3.

## 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 her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- 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 inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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