

Childminder report

Inspection date: 14 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are settled and content in the childminder's care. They are relaxed in her company and that of her assistants. The childminder knows the children well. She often cares for children who have recently arrived in this country and for whom English is not their first language. These children receive very effective support to settle and become familiar with their new routines.

Children develop into curious and inquisitive learners well. This is because the childminder plans activities that encourage these characteristics. Children enjoy finding out how things work and exploring the different ways they can use resources such as sand and water. They receive effective encouragement and support from the childminder and the assistants to try out their own ideas.

The childminder delivers a curriculum of learning that is planned to meet the specific needs of the children who attend. Children receive very effective teaching as they learn words and phrases in English. They also have plenty of opportunities to develop their language skills in the language they speak at home. They enjoy listening to songs and stories in both languages, enthusiastically joining in and making suggestions for what they could sing about next. Children develop well into confident communicators.

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

- The childminder supports children's personal, social and emotional development very well. Children learn to play cooperatively and consider the needs of others. The childminder teaches children to take turns and follow simple rules. For example, she plans simple turn-taking games for children.
- Children take part in an appropriate mix of adult-led and child-initiated learning. They learn well through both. Sometimes, the childminder does not best organise times when children come together as a group and, then, younger children become distracted. This means some children are not able to fully benefit from the useful learning opportunities being delivered at these times.
- The childminder has a strong focus on supporting children to develop their physical skills. She knows this is important for children's health and all-round development. Children learn to manoeuvre wheeled toys and throw balls. They learn to jump and move in lots of different ways. They develop their small-muscle skills too through plenty of opportunities to explore different materials and use tools such as pens, pencils and cutters.
- The childminder understands that children need help, guidance and consistency as they learn to manage their emotions. She is clear about behaviour expectations and reminds children of these clearly and kindly. As a result of the childminder's effective support, children learn to behave typically for their age.

- Children develop a positive view of themselves and others. They see the different aspects of their own cultural backgrounds reflected back to them through resources, activities and daily routines. In addition, they are introduced through books, food and planned experiences to other cultures too. This helps children develop an understanding of, and respect for, their own and other cultures.
- The childminder develops professional and useful partnerships with parents. She finds out about children's needs before they start so she can tailor what she does to best meet these. She provides clear information to parents about what she does and how she supports children's learning. She provides helpful support to parents to help children reach developmental milestones.
- The childminder works well with other professionals. She seeks advice to continue to develop her provision. She reaches out to staff at other settings that children attend, knowing this can help to ensure consistency in children's care and learning.
- The childminder takes effective steps to keep her knowledge updated and to build further on her existing good teaching skills. For example, after attending training, she now incorporates more opportunities for children to learn to count as they play. She ensures that her assistants have the skills and knowledge they need to meet children's care and learning needs well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed and accurate understanding of the signs that may indicate a child is at risk of harm. She ensures that her assistants undergo the necessary training so their understanding is equally as strong. The childminder is clear that children can be at risk in many different ways, both in their homes and elsewhere. She knows how to share any concerns, and she understands the importance of doing so promptly to keep children safe. The childminder deploys her assistants effectively to ensure that children are adequately supervised at all times. She ensures that her home is a safe and secure environment that is suitable for the care of young children. She understands the importance of carrying out suitability checks on anyone she employs before leaving them alone with children.

What does the setting need to do to improve?

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

- organise group times to best help children focus well on the main learning intent.

Setting details

Unique reference number	EY490262
Local authority	Oxfordshire
Inspection number	10289001
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Oxford. She operates term-time only, Wednesdays, Thursdays and Fridays. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

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 provider.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistants and the children, and she evaluated the impact on children's learning.
- Parents shared their views, and the inspector took account of these.
- The inspector looked at a sample of key documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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