

Childminder report

Inspection date: 7 July 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 are confident to explore their play space in the childminder's home. The childminder encourages children to extend their play from inside to outside. She encourages children to explore and extend their play through using the activities and toys accessible to them. The childminder and children have close attachments. For example, children confidently tell the childminder when they want a snack and when they want to play outside.

The childminder has high expectations for children, particularly towards promoting positive social skills. Children eat together, to share social experiences and to talk about what they have for snack and lunch. Children learn acceptable table manners. For example, they wait until everyone has finished before they leave the table.

The childminder encourages children to recognise their friends' achievements, for example by celebrating what they can do. Children feel proud and enthusiastically repeat these achievements for their friends. The childminder uses her experiences of promoting younger children's needs well to support their readiness for the next stage of their learning.

Children are enthusiastic to learn and are intrigued by new experiences. The childminder supports this particularly well on a one-to-one basis. For example, children experiment with dough alongside the childminder. They explore how to press the dough through holes to make 'hair' grow on model heads. Children enthusiastically comment and say familiar words, such as 'chicken', 'hair' and 'mummy', to show their understanding.

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

- The childminder has a clear understanding of children's individual routines and how they prefer their personal needs to be met, such as sleep time. She recognises the changes in their play and asks if they would like their comforter for a sleep. Children respond well to this, taking the childminder's hand to climb the stairs to bed.
- Children's communication skills are promoted and encouraged effectively. The childminder has a clear understanding of how each child prefers to communicate. She constantly talks to the children, who hear and start to use a good range of vocabulary. The childminder encourages new words through songs and repetition. For example, she introduces words such as 'cucumber' during snack time. Children smile and enthusiastically copy the word, feeling proud of their new vocabulary. Young children develop the confidence to string two and three words together through this encouragement and repetition.

- The childminder is very aware of children's interests. Children are intrigued with the outside world and what is around them. For example, they notice butterflies, bees, aeroplanes and helicopters. The childminder helps some children to enhance these interests by engaging effectively with them. She talks to them about the butterflies' wings and the noises the aeroplanes make. However, at times, the childminder does not consistently build on all children's interests and skills to promote their ongoing learning. For example, she does not fully support children's interest in particular physical skills to help them develop further.
- The childminder knows the children well. She has a good understanding of how each child prefers to learn and play. She plans experiences based on what she wants children to learn next. However, at times, the childminder does not engage with children in a way that focuses enough on this learning intention, to help them achieve this next step. For example, the childminder plans to introduce sounds from different musical instruments and songs, but does not successfully engage children in experimenting with the instruments as they are distracted by the television screen.
- Children are developing good social skills and friendships. The childminder introduces rules and boundaries to support toddlers' understanding of group play. For example, she encourages children to share equipment and take turns. She introduces new experiences and tasks and encourages children to watch. Children are excited to invite others into their play. For example, they shout 'hello' excitedly as they find their friends in the tunnel.
- The childminder has an enthusiastic attitude to exploring new practices and learning techniques. She accesses regular training through forums and online courses. The childminder understands the importance of working in partnership with other settings that children may attend, to promote a consistent approach to their learning.
- Children are developing confident independence skills. They identify their shoes and attempt to put them on themselves. The childminder talks them through how to put them on, with a sensitive demonstration to support their enthusiasm to do it themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow if she has a concern about a child in her care. She has a clear knowledge of the signs and symptoms of abuse and the influence of terrorism and radicalisation on young children. She attends regular training to keep her knowledge up to date. Children receive clear explanations and demonstration to support their growing understanding of keeping themselves safe. For example, the childminder reminds children to hold the door frame when stepping outside. She offers reassuring help initially, then encourages them to try this independently so that they learn how to come in and out by themselves.

What does the setting need to do to improve?

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

- make more use of children's interests and preferred ways of learning to promote their ongoing progress and development
- provide more purposeful engagement during planned activities to consistently support individual children's next steps in their development.

Setting details

Unique reference number	133832
Local authority	Oxfordshire
Inspection number	10301645
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 1993 and lives in Kidlington, Oxfordshire. She operates all year round from 9.15am to 4.15pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Claire Parnell

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 setting.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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.

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