

Childminder report

Inspection date: 18 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

The childminder successfully creates a welcoming environment for children. She gets to know children well and gives them the time they need to settle and get to know her and her home. Children show they feel safe and secure. They confidently select toys and resources and settle down to happily play and learn. Children behave well. They calmly cooperate with routines and listen to the simple instructions given by the childminder. This adds to the calm and cosy atmosphere.

Children benefit from being cared for by a childminder who knows them well and identifies any gaps in their learning or development. The childminder then works effectively to close these gaps. For example, she supports children to become more socially confident through routines, outings and gentle encouragement. She supports children very well with their language development. She models and explains new words, helping children to understand and remember them for future use. She holds thoughtful conversations with children, showing real interest in what they say. Her well-considered comments and questions help to keep conversations going and encourage children to share their thoughts and practise their developing vocabulary. This good practice has a very positive impact on children's speaking and listening skills.

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

- The childminder clearly identifies the skills she needs to teach to children. She then considers well how to break this learning into manageable steps. For example, she plans a range of activities that will give children the control, strength and dexterity they need before they can use scissors and pens effectively. This approach is effective in helping children master new skills.
- Children develop a love of books and stories. The childminder sets time aside each day to read to children, who enjoy snuggling up on the sofa and choosing their favourite stories to hear again. The childminder reads clearly and in a way that captures children's interest well. Children learn about the difference between fiction and non-fiction books, as well as becoming familiar with a range of well-known stories. This all supports children's literacy development well.
- The childminder recognises that alongside opportunities to play and explore independently, children benefit from some more adult-led teaching. When planning the latter, she is clear about what she wants children to learn from, or practise during, the activity. However, she is not fully effective at helping children focus on the main learning intent at these times. This impacts on how beneficial these activities are to children's learning.
- Children show age-appropriate levels of independence. The childminder encourages them to manage their own personal care needs when they can. Children are confident to do this, knowing the childminder is nearby to help if

needed.

- Children are developing a positive attitude to learning. They respond well to the childminder's encouragement to keep trying and do their best. They learn to focus and concentrate, skills that children need for their future learning.
- Children learn lots about their local community. They travel by bus and train to places of interest and meet up with other childminders and children. These trips are memorable to children, who talk about them frequently. However, the childminder does not plan a wide range of experiences to help children learn about cultures other than their own, to best enhance their understanding of the diverse world in which they live.
- Parents speak highly of the childminder. They share that they feel well-informed about their children's progress and can see real improvements in their children's confidence, independence and speaking and listening skills. They appreciate the advice the childminder offers as children approach developmental milestones. These strong partnerships have a positive impact on the childminder's ability to meet children's care and learning needs well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe and protecting them from harm. She attends regular training to update her safeguarding knowledge. She is able to talk confidently and accurately about the signs that could indicate a child is at risk of harm or neglect. She has a good understanding of local safeguarding concerns. She knows how to report any concerns to protect children from harm. This includes knowing what to do if she believes a child is at immediate risk of harm. The childminder ensures that her home is a safe and suitable space for the care of children.

What does the setting need to do to improve?

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

- help children to focus more on the intended learning during some planned activities so they can get the most out of these learning opportunities
- plan a wider range of meaningful experiences that help children learn about the similarities and differences between themselves and others.

Setting details

Unique reference number	EY331317
Local authority	Oxfordshire
Inspection number	10301592
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2006 and lives in Banbury, Oxfordshire. She offers care from 7.30am to 5.30pm, Monday to Thursday, throughout the year. The childminder offers funded education for children aged two, three and four years.

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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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