

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are confident in the childminder's home, and they happily extend their play to different parts of the house. They show that they are familiar with the areas they play in and feel happy and secure in the childminder's care. The childminder gives reassurance to children who need support in their play, engaging well with them and encouraging them to find other resources to develop their ideas.

The childminder provides children with an array of experiences to enrich their understanding and learning. Children go regularly to cafes and supermarkets, and they interact with the local community. They pick fresh fruit, such as strawberries, and the childminder teaches them about healthy eating and where food originates from. The childminder reads stories and engages children in books about their discoveries when walking to and from school. They learn interesting facts about bees and butterflies, which they have observed while out and about.

Children show a clear understanding of real-life situations through their play. For example, they use role play to show an understanding of their own health and empathy for others. They show care and tenderness towards the dolls, carrying them carefully and giving them cuddles. Children confidently talk about the dolls being ill and needing medicine, which they carefully tip into the doll's mouths and wiping them with a cloth. The childminder praises them for their care and attention to the needs of others.

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

- Children learn to become independent in everyday tasks. The childminder successfully uses routines to support children's confidence to carry out tasks for themselves. She clearly explains to them what to do and how to do it. For example, children remove their shoes and automatically put them in the basket. When they want them back on again, they find the matching pair. They place them side by side to identify left shoes and right shoes. The childminder talks them through how to put their foot in and what they need to do to secure them.
- Parents make positive comments about the care and attention their children receive in the childminder's care. They appreciate the additional experiences their children enjoy, the friendships they develop and their readiness for school.
- In the main, children learn to confidently communicate their needs. The childminder uses songs and stories to extend their vocabulary and to support their confidence to join in. Older children use complex language to describe their play and express themselves. Younger children learn new words through the repetition of songs. The childminder is eager to develop her knowledge of how to support children's speech. However, she does not consistently support younger children to confidently join in conversations and communicate their

thinking and ideas. For example, older children take over discussions, with less encouragement for younger children to express themselves.

- Children are eager to explore and experiment in their play, both indoors and outdoors. They show high levels of intrigue as they explore the childminder's garden. They show curiosity when filling and pouring the water from the watering can into the tray. They watch closely as the water goes in the top and comes out the spout. Older children experiment with their physical movements. However, the childminder does not fully support older children's understanding of the impact their new skills has on younger children's understanding of how to keep themselves safe. For example, younger children, who do not have the coordination and balance of older children, copy older children's confidence to run down the slide.
- Children develop a keen understanding of their personal care needs. The childminder encourages routine handwashing. Older children show a clear knowledge of why their hands need to be washed and how to do this effectively with soap and water. The childminder introduces fun games at the end of mealtimes to support younger children's learning of hygiene procedures.
- Children happily share experiences with each other. They invite others into their play, with encouragement from the childminder. She helps children to negotiate, cooperate and take turns. Children play harmoniously, showing a respect towards their friends and the resources they play with. The childminder introduces rules and boundaries into their daily routines. Children tidy up before mealtimes and make room for the next planned activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of the procedures to follow if she has a concern about a child in her care. She completes regular training to keep her knowledge up to date. She is aware of the signs and symptoms of child abuse and who to report her concerns to. Children are supervised effectively when out and about. The childminder introduces road safety rules from an early age and as part of the daily routine. The childminder keeps relevant documentation and records up to date and uses these well to record, monitor and review children's welfare.

What does the setting need to do to improve?

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

- provide younger children with more consistent encouragement to join in and express their ideas during conversations to help build their confidence and extend their communication skills
- help children to learn to keep themselves and others safe.

Setting details

Unique reference number	EY310380
Local authority	Oxfordshire
Inspection number	10301691
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in Kennington, Oxfordshire. She operates Tuesday to Friday, from 7.30am to 5.30pm, term-time only. She holds a childcare qualification at level 3.

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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