

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

Children demonstrate that they feel happy and secure in the care of the attentive childminder. They show high levels of confidence as they greet visitors on arrival and share with them the activities they are engaged in. The childminder has high expectations of children's behaviour and explains to them the importance of sharing resources with their friends. Consequently, children play harmoniously together and are kind to one and another. This promotes their personal, social and emotional development successfully.

Children follow a curriculum that matches their individual needs and current interests. As a result, children show positive attitudes to their learning. The childminder and her co-childminder plan a weekly theme, which enables children to learn more in-depth knowledge about relevant topics. For example, children learn about the life cycle of butterflies. They excitedly observe how butterflies change from eggs to fully grown butterflies. Children show high levels of interest and curiosity as the childminder carefully transfers the chrysalis to the net. She explains the development process to the children and uses words such as cocoon and chrysalis. Furthermore, she engages them in questions, such as what the creatures might be eating once they have transformed into butterflies. The childminder extends their learning further through books, puzzles, stories and games. This supports children's understanding of the natural world successfully and extends their developing language skills effectively.

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

- The childminder and her co-childminder take children on a variety of interesting outings. For example, children benefit from valuable experiences, such as local train and bus journeys to museums, places of interest and local parks. Children gain a good understanding of their surroundings and the world they are growing up in, further benefitting their personal development.
- The childminder wants children to learn independence skills, such as handwashing before mealtimes and after using the toilet. However, she does not consistently encourage children to master things for themselves, such as putting on their own shoes; instead she does it for them. This does not consistently support their independence skills.
- The childminder supports children who speak English as an additional language. For instance, she has taught herself some words in the children's home languages, and celebrates cultural events individual to children's family heritage. Her inclusive teaching approach creates an enriching learning environment for all children. As a result, children thrive, feel welcome and have a real sense of belonging.
- Children learn about early mathematics in their play and through meaningful

interactions with the childminder. For example, she plays games with the children to match the numbers they have picked to the amount of objects on the card. Children show high levels of engagement and enjoyment as they get it right. This helps children to visualise the meaning of numbers and reinforces mathematical sequencing.

- The childminder fully understands that children need fresh air and exercise daily. For example, she takes them out on nature walks and has age-appropriate resources in her garden. Children show utter delight as they balance on bicycles and crawl through tunnels pretending to be caterpillars. This helps to support their large-muscle development and overall physical well-being efficiently.
- Parents speak highly of the childminder and value the care she provides for their children. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents when children are ready to be toilet trained and shares important information with parents about their children's oral health.
- The childminder and her co-childminder work well together. They evaluate their setting collaboratively and discuss what works well and what could be improved to a higher standard. Furthermore, they meticulously plan their curriculum and the weekly topics to support the individual needs of the children in their care.
- The childminder works in partnership with other local settings that the children also attend. For example, she finds out what the children are learning at pre-school and incorporate this into her curriculum to support the children in her care further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes mandatory training to help keep her safeguarding knowledge up to date. She ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. She has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home. Additionally, the childminder risk assesses her home daily to ensure that children have a safe environment to play and explore.

What does the setting need to do to improve?

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

- encourage children to do even more for themselves to further support their independence skills, in preparation for their next stage of development.

Setting details

Unique reference number	EY308688
Local authority	Oxfordshire
Inspection number	10303204
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 December 2017

Information about this early years setting

The childminder registered in 2005 and lives in Thame, in Oxfordshire. She operates between Monday and Thursday, from 8am until 6pm, all year round. She has an early years qualification at level 3 and works with another childminder every day. The childminder is registered to receive funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Katharina Hill

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 their evaluation of the setting.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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