

Childminder report

Inspection date: 31 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 feel very comfortable and settled in the childminder's and her assistant's care. They enjoy cuddles and caring relationships with the adults who care for them. Children are content and they confidently make choices about what to play with from a good range of activities and resources.

Children develop effective skills ready for their next stage of learning. For example, they gain good concentration and physical skills. On the day of the inspection, this was observed when young toddlers focused on stacking rings on top of each other. In addition, children maintained a strong interest in playing with sand using a variety of resources, including tweezers and scoops to pick up small plastic bears. Older children enjoy discussions and conversations. They initiate these easily with adults, using a range of vocabulary and speaking clearly. Children willingly help to tidy and prepare activities, which promotes their sense of responsibility. They receive praise and encouragement to build their self-esteem.

The childminder and her assistant have a secure understanding of what they want children to learn over time. They know how the different activities they plan and provide build on children's development. Overall, they support children's learning and development effectively. The childminder understands her responsibilities to monitor children's development and identify and address any gaps in their progress.

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

- The childminder and her assistant have good understanding of their curriculum intent. They provide well-thought-out resources, activities and learning experiences to support children's development. For instance, children care for a planted apple tree, watch the fruit grow and will eat them when ripe. This helps children gain knowledge about how to care for living things and where their food comes from.
- Children are known as individuals well. Their progress and development is monitored by the childminder and her assistant securely. The childminder understands the importance of working in partnership with parents and other settings children may attend or move on to. This helps to support children's learning needs consistently. The childminder is very mindful of supporting parents and considering referrals to relevant professionals if children do not make expected progress.
- The childminder supports her assistant well and they work effectively as a team. They reflect on their work together and complete relevant training and professional development. They use knowledge gained from professional development to enhance children's learning securely. For example, they provided

sand trays at different levels, including one on the floor and one to stand at. This supported young children's core muscle development well and promoted effective access to the activity by all children.

- The childminder and her assistant's interactions are generally strong and supportive. At times, they do not fully build on discussions, particularly with younger children to help extend their language development further. Although younger children play happily and enjoy themselves, there are occasions when they do not receive fully consistent support.
- Children learn about healthy lifestyles effectively, including dental health. They learn to recognise when they are thirsty and to drink appropriate amounts of water. Children follow good hygiene routines and develop their understanding about why this is important, such as washing their hands regularly. They learn to take manageable risks and challenge their large physical skills. For instance, children make choices of how to arrange the balancing beams in different shapes to walk along.
- Children learn about the expectations of behaviour through consistent messages from the childminder and her assistant. They develop understanding of listening to others and being polite, for example. The childminder and her assistant provide a positive role model to children as they behave calmly and politely.
- Parents highly praise the quality of care provided to their children by the childminder and her assistant. They comment on the effective communication they receive from them. Parents very positively highlight that their children have settled quickly, that there is a wide range of activities and children make progress in the care of the childminder and her assistant. Furthermore, parents comment that the care children receive is 'caring', 'supportive', 'nurturing' and 'stimulating'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a confident understanding of keeping children safe from harm. They have completed training, which helps them to recognise indicators that may raise their concerns about children's welfare. They know how to manage concerns should they arise about children or each other, including making referrals to outside agencies. They understand how to keep children safe on the premises. For example, through close supervision and ensuring that the premises are kept secure. They encourage children to learn how to manage appropriate risks under their supervision. They complete regular checks of sleeping children to monitor their safety and well-being at this time.

What does the setting need to do to improve?

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

- support children to increase their vocabulary and understanding, such as through building on discussions, to extend their communication and language development further
- reflect on the interactions with all children, to ensure those who play happily by themselves are supported more consistently in their learning and development.

Setting details

Unique reference number	EY471968
Local authority	Oxfordshire
Inspection number	10289051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	9
Number of children on roll	10
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2014. She lives in Wantage, Oxfordshire. The childminder provides her service Monday to Thursday from 8am to 5pm, and on Friday from 9am to 1pm, all year round except for bank holidays and family holidays. The childminder is able to receive free early years education funding for children aged two, three and four. She works with an assistant.

Information about this inspection

Inspector
Sheena Bankier

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 childminder and the inspector discussed how the childminder organises their early years provision, including the curriculum learning intentions.
- Children spoke to the inspector about what they enjoy doing while with the childminder and her assistant.
- The inspector observed children's interactions with the childminder and her assistant, their play and activities and daily routines during the inspection. The inspector evaluated the impact of these on their learning and development.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- Parents provided written feedback about the childminder's service.
- The inspector looked at relevant documentation, including evidence of training certificates.

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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