

Childminder report

Inspection date: 1 August 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 learn to be independent and confidently try new tasks. For example, following the childminder's instructions, they find tissues, wipe their noses and dispose of the tissue in the bin. The childminder encourages these skills, implementing routines and talking to children about germs and why they need to wash their hands. She endeavours to empower children with the skills they require in readiness for their next stage of learning.

Children show a strong attitude towards their learning. They excitedly share their discoveries of snails and worms with their friends and the childminder. She provides children with further ideas as to how they can search for more and where they may be hiding. Children successfully use this information to look in the sand tray, using the magnifying glasses to look at them more closely. Children excitedly compare what they find to the pictures in a book.

Children have close bonds and attachments with the childminder. She makes them feel comfortable and confident in their play environment. She encourages them to explore and extend their learning using a good range of resources and positive interactions. They love to snuggle up with the childminder, imitating her as she reads a story. They invite others into their storytelling, expecting them to sit and listen as the childminder turns the pages.

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

- The childminder provides a good balance of experiences for children's play, both indoors and outdoors. She uses observations of children's play, as well as their conversations and interests, to plan stimulating activities. For example, she provides resources and discussions about minibeasts. This helps to further their knowledge and learning of insects and creatures they have discovered.
- The childminder has a clear understanding of how each child likes to learn and play. For example, she provides coloured pieces of silk and watches how children experiment with movements and their imaginations to wind the materials around poles. Children think carefully about how to fix the materials in place, solving the problem by themselves by tucking it under another piece. Children are very proud of their achievements.
- Children make close friendships with their peers. They learn to negotiate and cooperate with each other. The childminder gives good support to help children think about the impact of their actions on others. For example, they discuss each other's feelings and find a solution together to play harmoniously.
- The childminder introduces new vocabulary to children and encourages them to use it in their play. For example, children describe the silk materials as 'crinkly', 'soft', 'silky' and 'smooth'. The childminder uses effective questioning to help

children to think before responding with their own thoughts and ideas. As a result, children are gaining confidence to communicate throughout their play.

- Children learn to use good manners. The childminder is a positive role model, as is her co-minder, saying 'please' and 'thank you' to the children and each other. Children learn from this, successfully using these phrases throughout their play and social activities, such as during lunchtime.
- Parents feel at ease and know that their children are cared for and are developing well. They appreciate the professional relationships the childminder builds with them, with guidance and advice when needed. The childminder gives parents a daily update about what their children have experienced and achieved.
- The childminder knows the children well and has a clear understanding of how each child learns. She plans appropriately challenging activities to support children's enthusiasm and determination. This helps them to achieve their next steps in learning. The childminder understands the importance of helping children to develop using a balance of child-initiated and adult-led play. However, on occasion, the childminder interrupts children's play to conduct adult-led activities. For example, she asks children to leave the play they are engaged in for a planned story time. This has an impact on children's understanding of completing a task to their own satisfaction in cooperation with their peers.
- The childminder is keen to continue building her professional development. She uses research and information from other practitioners to make changes to her practice. The childminder adapts her skills according to the group of children in her care. She works cohesively with her co-minder, striving to provide the best provision for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the procedures to follow if she has a concern about a child in her care. She keeps herself up to date with relevant information as to how to report concerns and who to report them to. The childminder understands the importance of observing changes in children's behaviour and the influences from other people in their lives. She knows the signs and symptoms of child abuse. She helps children to learn about keeping themselves and others safe. For example, children ask their friends for a helping hand when walking over tyres, which they plan to use as seats.

What does the setting need to do to improve?

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

- strengthen the support for children to play cooperatively together and develop their social skills without unnecessary interruption.

Setting details

Unique reference number	EY472232
Local authority	Oxfordshire
Inspection number	10301599
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 3
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 2014 and lives in Kidlington, Oxfordshire. She works alongside her co-childminder. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children, to find out about their time with the childminder.

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

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