

Childminder report

Inspection date: 7 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are cared for in a safe, secure and welcoming environment. They form strong bonds with the childminder, who is kind and gentle. The childminder gets to know children's individual needs and interests and uses these to provide a routine that helps them to feel safe and secure in her care. The childminder is in tune with children's changing moods. She recognises when they become tired and supports their routine, ready for them to have a rest. Children show they are comfortable in the childminder's care. For example, they confidently seek her out for a cuddle.

Children behave well. The childminder has high expectations for children's behaviour. For instance, she models good manners, such as saying 'please' and 'thank you'. Children then go on to use these words correctly, for example by saying 'water please'.

The childminder shows a genuine interest in the children as she gets down to their level, modelling how to use resources. For example, she models how to squash, squeeze and roll the dough. Later, children sit close to the childminder as she reads a story, which captures their interests and imaginations. Young children are learning to count as the childminder skilfully weaves mathematical concepts into everyday routines and planned activities. Mathematical knowledge is further embedded as children eagerly follow the childminder's lead, using their fingers to count and point, as they read a story.

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

- The childminder develops warm and nurturing relationships with the children. She spends time playing alongside them and delights in their company. Children seek out the childminder for comfort and she celebrates their efforts and achievements with praise as they play. As a result, children are gaining confidence in readiness for school.
- Parents are very complimentary about the setting and the childminder. The childminder shares photos and observations of children's progress with them and values their contributions towards children's learning. Parents comment on the level of care and the variety of activities. The childminder offers practical parenting advice and support.
- The childminder provides a broad curriculum, and children access a wide range of interesting and high-quality resources. She has a good knowledge of how children learn and develop. Overall, the childminder uses this knowledge well to provide purposeful play activities which engage children. However, in the childminder's eagerness to develop children's skills further, she does not always allow them to follow their interests and occasionally interrupts their play. For instance, on occasions, she quickly moves children on to different activities and

experiences.

- There is a high priority on supporting children's communication and language development. The childminder uses effective teaching strategies, including repeating, recalling and questioning, to help determine children's level of understanding. She enthusiastically engages children in conversations and talks about recent activities, encouraging the children to remember and share their experiences. For example, when a child is placing a puzzle piece, in the shape of chair, into a puzzle, they recall how this links to the well-known story of 'Goldilocks and the Three Bears'.
- Children's physical health and overall well-being are actively supported. The childminder provides regular exercise outside, including her yoga lessons. Organised trips to the park and places of interest allow children to increase their physical skills, manage risks and build their confidence. Healthy snacks and meals are provided, and dietary requirements and preferences are adhered to. Children learn the importance of regularly washing their hands and understand the importance of following good hygiene routines.
- The childminder regularly observes children in their play and carries out assessments to check their progress. However, when planning and carrying out activities with children, the childminder does not consistently focus specifically on what children need to learn next. For example, there are times when some of the learning is too complex for the age and developmental stage of the child, such as young children learning to recognise letters.
- The dedicated childminder demonstrates a genuine enjoyment of her work. She understands the importance of continuing to develop her skills and knowledge. The childminder has attended a range of training, since her registration and reads early years articles. For example, she has gained knowledge to help support children to manage and regulate their own emotions and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She accesses regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- provide children with more uninterrupted time to engage freely with their play,

to enhance their learning to the highest possible level

- develop further the planning of activities, to focus more specifically on what children need to learn next.

Setting details

Unique reference number	2643122
Local authority	Oxfordshire
Inspection number	10301628
Type of provision	Childminder
Registers	Early Years 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Chipping Norton, Oxfordshire. She operates all year round from 9am to 5pm, Monday to Friday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Amanda Perkin

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 setting.
- The inspector spoke to the childminder about how she plans activities and what she does to support children's learning and development.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector took account of the views of parents in their written comments.

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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