

Childminder report

Inspection date:

22 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with the childminder, who builds these relationships from her first interaction with families. For instance, she welcomes families for an initial visit, followed by play sessions, before children start attending. The childminder uses these times as an opportunity to find out about children's preferred toys, food and care needs. This then helps her to meet children's interests and replicate their routines.

Children benefit from a precisely planned curriculum, which the childminder provides to support the sequence of their learning. The childminder ensures that the activities she plans are tailored to what each child needs to learn next. The childminder has high expectations for children's learning and she shares these with parents, providing exciting ways for them to support their children's learning at home. Children demonstrate positive attitudes to their learning. For instance, they use their imagination and re-enact a café, making and serving tea. They also persevere when building towers and keep trying when they find this tricky.

The childminder helps children to develop a love of books. For example, younger children tap their hands on the pages with excitement as she reads enthusiastically to them. Older children concentrate well, turning the pages of familiar books and repeating simple words that the characters say.

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

- The childminder has completed a vast amount of professional development since the last inspection. This has helped her to develop her understanding of how to implement the curriculum in practice. The childminder is now able to confidently identify the intent for learning, and she implements planned activities effectively.
- The childminder gathers information about children's starting points through her own observations and discussions with parents. For example, she identifies that some children have fewer opportunities to play outdoors. She therefore provides frequent opportunities for them to explore outside, such as through visits to the park or forest. This helps children to have fresh air and exercise, explore their environment and develop their large-muscle skills.
- The childminder recognises when she needs to teach children strategies to manage their emotions. However, at times, her expectations are too high and she does not recognise that children lack understanding. For example, they do not relate to why she expects them to say 'sorry' to their friends after minor issues.
- Parents comment that they feel they have developed a collaborative approach with the childminder and she has helped to 'foster a sense of trust and partnership'. Parents say that they value the support that the childminder gives

them to promote their children's personal development. They also appreciate the information the childminder gives them about their children's learning focus.

- Children enjoy the opportunities that the childminder provides for them to mix and socialise with others. Children are comfortable in their environment. However, at times, they are unable to make their own choices, due to the way that the childminder stores many toys and resources. This does not fully promote an excitement for learning.
- The childminder has demonstrated a real willingness to improve her practice and share what she has learned to help others. For instance, she has established new networking methods with other childminders in her area and they now share their learning, good practice and suggestions for curriculum implementation.
- Children and their families benefit from the childminder's understanding of when support from other professionals may be needed. For instance, the childminder refers parents of new children to the health visitor to seek advice, such as to support their eating. The childminder follows up on this with conversations with parents about foods that their children are trying at home. She complements this by continuing to provide opportunities for children to try these foods and try new ones.
- The childminder helps to promote children's good health. For instance, she talks to children about the importance of a healthy diet. She also teaches children how to brush their teeth after meals each day. This equips children with skills for the future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children from harm. She is familiar with signs and symptoms of abuse, including in relation to radical and extreme views and behaviours. She also knows where to refer any potential concerns and how to respond to any allegations. The childminder ensures that her own home is safe for children, such as by completing daily risk assessments. She also ensures that measures for times such as outings or travel by car are managed well to keep children safe.

What does the setting need to do to improve?

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

- use demonstration more effectively to help children understand expectations when they are trying to resolve minor problems
- review organisation of toys and resources to promote opportunities for children to make their own choices in their play.

Setting details

Unique reference number	134998
Local authority	Oxfordshire
Inspection number	10275435
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 January 2023

Information about this early years setting

The childminder registered in 2000 and lives in Banbury, Oxfordshire. She offers care Monday to Thursday, from 7.30am to 6pm, all year round. The childminder holds an appropriate qualification and accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder about how she organises and implements the curriculum.
- The inspector observed the quality of teaching and children's learning. She talked to the childminder about changes she has made since the last inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The written views of parents were considered.

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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