

# Childminder report

---

Inspection date:

22 November 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

## What is it like to attend this early years setting?

### The provision is good

Children are confident, happy and settled in this home-from-home environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. Children delight in joining in with her as they dig with her in the sand, play in the garden or snuggle in for a reassuring cuddle. This helps children to develop a sense of belonging and gain confidence. The childminder has high expectations of children's behaviour. This helps them to learn good manners. All children say 'please' and 'thank you' often.

All children are confident in exploring the childminder's home, inside and in the garden. It is full of opportunities for children to learn. The childminder plans activities that follow the children's interests. This demonstrates that she values their opinion. Young children are developing a love of stories. They enjoy snuggling up with the childminder and reading books. The childminder uses good expression and is animated in her reading to make story times interactive and engaging. Well-chosen activities and resources support children's early mark making and promote their enjoyment of writing. For example, young children are keen to use spoons, sponges and scoops to fill a range of containers with water, which supports their fine motor skills. Older children use pens and crayons to make marks. For instance, children are in the pretend office writing letters and sticking on stamps before they take them to the post office.

## 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 she celebrates their efforts and achievements with praise as they play. As a result of this, children are confident, behave well and get involved in a range of experiences.
- Partnerships with parents are strong. The childminder communicates very well with parents through daily diaries, text messages and verbal feedback. She keeps parents well informed of children's progress and offers ideas for learning in the home. Parents praise the childminder for being nurturing and trustworthy.
- The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting. She uses this to sequence their learning and knows the children well. The childminder can talk about what the children can do, what she wants the children to learn, how they will do this and why.
- The childminder understands the need to promote children's communication and language skills. She talks in sentences to children and describes what is happening. However, on occasion, she does not always provide enough support for their vocabulary development to further aid their communication skills. For example, during an adult-led activity, the childminder does not always engage

younger children in learning as well as she could, as she focuses more of her time on extending and challenging the older children's learning.

- Regular local visits to the community support children's understanding of the area in which they live. The childminder plans activities outside the home to give children new social experiences. For instance, children go on trips and visit a host of local attractions, such as the library and the local nature reserve. They meet new children and people, and they develop confidence in new social situations.
- The childminder has formed some partnerships with other professionals. For example, teachers are in contact with her ahead of children attending school. However, the childminder acknowledges how relationships with professionals at other settings children attend could be further enhanced. This would enable them to share relevant information to support a consistent approach to children's learning.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands ahead of mealtimes and put their shoes and coats on by themselves. Children are learning how to use cutlery competently. For example, children use knives to cut their own fruit at snack time. This helps them to become more confident and independent.
- The childminder demonstrates a genuine enjoyment of her work. She keeps her knowledge and skills up to date. For example, she accesses numerous training courses and other useful information online to consistently update her skills and knowledge. Additionally, she meets with other childminding colleagues where they discuss practice as well as providing children with opportunities to socialise with others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home and garden are kept secure. She completes daily safety checks on all areas of the premises and makes sure that any risks are removed or minimised. The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. This includes those that may present when a child is exposed to extreme views or behaviours. The childminder has a clear knowledge of the procedures to follow should she need to report a concern for a child's welfare. She demonstrates a good awareness of procedures to follow in the event of a concern being raised against her or another adult member of the household.

## What does the setting need to do to improve?

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

- enhance teaching to help develop young children's vocabulary to support their

communication and language skills further

- build on relationships with professionals at other settings children attend to provide continuity in their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY222976  |
| <b>Local authority</b>                             | Oxfordshire   |
| <b>Inspection number</b>                           | 10308118  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 5   |
| <b>Date of previous inspection</b>                 | 15 March 2018   |

## Information about this early years setting

The childminder registered in 2002. She lives in a village close to Bicester, Oxfordshire. The childminder receives funding for the provision of free early education for children aged three years. The childminder offers care from Tuesday to Friday throughout the year. She holds a recognised early years qualification at level 3.

## 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 childminder.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023