

# Childminder report

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Inspection date: 27 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	Requires improvement

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

### **The provision is good**

The childminder maintains a warm and friendly environment for children. She provides children with clear boundaries and consistent praise, which supports positive behaviour. As a result, children behave well and follow instructions. Children are clearly happy in the childminder's care. They demonstrate that they feel safe as they play and explore. Children have fun and enjoy their learning. For example, they use the toys and resources on offer to recreate real-life experiences in their play, such as cooking and caring for dolls.

The childminder provides a varied curriculum for the children. Overall, she communicates successfully to the children and supports their learning through a good range of experiences. For instance, children enjoy going out on the bus, visiting places in the local community, such as farms, the library and toddler groups. This helps them to mix with different groups of children and have first-hand experiences. Children clearly enjoy spending time outside. They have lots of fun in the childminder's garden and are developing good physical skills. For instance, they draw with chalks, negotiate spaces using ride-on toys and enjoy investigating on the climbing frame. Children make good progress from their starting points, and they are prepared for their next stage of learning.

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

- The childminder knows the children in her care well. She gathers important information from parents about their child before they start. This helps her to know what development stage the children are at from the outset. The childminder ensures that children are comfortable with her before they go out in the community together. For instance, she encourages parents to bring their children to the local groups that she attends. This helps children to feel confident and secure.
- The childminder plans and provides a well-structured learning curriculum to meet the needs of the children. She interweaves learning skilfully when playing with children to help them extend their learning and build on future skills. For example, as children play imaginatively with the train sets, she supports children to learn about shapes and measures as they connect the track together.
- The childminder is good at supporting children's communication and language skills. Children hear a wide range of vocabulary through consistent narration from the childminder, singing sessions and story times. However, at times, the childminder does not give children sufficient time to think and respond to questions to develop their own ideas and solve problems.
- Children know and understand the rules well. They respond swiftly to the tidy-up song and adapt to changes in the routine well, such as going outside. However, at lunchtimes, the childminder does not organise the routine consistently well.

This means that, on occasions, children sit and wait for their meals for some time without being involved in purposeful play.

- The childminder teaches children about healthy lifestyles. She talks to them about the importance of handwashing and encourages parents to provide healthy lunch boxes. The childminder is effective at supporting children's independence skills. For example, children access their water as needed and are mastering the skills needed to put on their waterproofs and wellington boots independently.
- Children are settled and happy in the care of the childminder. They have good relationships with each other, and they include the childminder in their play. Children have formed some good, close friendships. They have fun playing with cars and dinosaurs and laugh together as they play.
- The childminder works well with parents. She shares information regularly about the children's day. Parents' feedback is very positive. It includes comments that the childminder is 'marvellous', their 'children very much enjoy attending' and they 'value the outings and experiences' their children receive.
- The childminder has worked hard to improve the quality of her childcare provision. She has worked in partnership with the local authority and has increased her professional development training. This has helped her to fully meet her last inspection recommendations and in turn meet the early years requirements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She is confident in the signs and indicators that may mean a child is at risk of harm or neglect. In addition, she knows how to share these concerns to further protect children's welfare. The childminder provides a secure home. She understands the importance of conducting risk assessments of her home and garden before children arrive or go out to play, to keep them safe. The childminder has a current paediatric first-aid certificate. This helps her to respond appropriately in the event of an accident.

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

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

- create more opportunities to inspire children's thinking and encourage them to solve problems and come up with their own ideas
- review the organisation of the lunchtime routine to ensure that all children stay focused on purposeful learning.

## Setting details

<b>Unique reference number</b>	EY539299
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10277764
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	18 January 2023

## Information about this early years setting

The childminder registered in 2016. She lives in Abingdon, Oxfordshire. The childminder offers her service all day, Monday to Friday, throughout the year except for bank holidays and family holidays. She has a relevant childminding level 3 qualification. The childminder receives funding to provide free early education for children aged two, three and four.

## Information about this inspection

### Inspector

Tracy Bartholomew

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- The inspector took account of the parents' views through their written comments.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and evidence of training.

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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