

Childminder report

Inspection date:

19 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides effective care for children. Children are content and relaxed in the childminder's company. They are familiar with the routines of the day and cooperate happily with them. For example, children know where to sit for snack. They are confident to help themselves to toys and resources. Children behave typically for their age and receive clear guidance from the childminder as they learn to share and consider the needs of others.

The childminder understands how to keep children safe but is less confident about her role in supporting children's learning. She identifies some very broad aims for her curriculum but does not fully plan how she will help children to develop the skills and knowledge they most need to learn next. Teaching is not precise or targeted enough to be fully effective in meeting children's learning needs. Children's initial interest in some resources is not sustained. That said, children do have some opportunities to try out their own ideas and practise new skills as they play. Children develop their hand-to-eye coordination as they build with blocks. They enjoy looking at books, practising turning the pages and 'pretend reading' to themselves.

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

- The childminder's aims for children's learning are too broad to enable her to focus her teaching effectively. For example, she identifies that she wants some children to learn more about numbers but is not clear about the specific mathematical skills and knowledge they need to learn next.
- Children happily help themselves to toys. However, weaknesses in the quality of teaching mean that, sometimes, children's initial interest in resources is not sustained. At these times, they begin to lack a sense of purpose in their play. This limits children's opportunities to develop good levels of focus and concentration.
- The childminder's preference is for children to lead their own play. In addition, she does plan some more focused, adult-led activities. Although the childminder joins in with children as they play, she does not consistently help them to use resources in meaningful ways. For example, she does not offer younger children simpler puzzles when they demonstrate that the ones available are too complex for them. This impacts on children's ability to use available resources in ways that fully help them to learn new things and practise developing skills.
- Children have some opportunities to listen to stories and look at books. The childminder talks to children about what they are doing, which helps to build their vocabulary. The childminder has an accurate understanding of how to support the language development of children who speak English as an additional language.

- The childminder plans outings for children that enable them to meet other children and develop their social skills. This helps children to gain the skills they need to form friendships and work cooperatively.
- Children have opportunities to practise their self-help skills. They enjoy washing their own hands and helping with simple tasks, such as preparing the table for a craft activity.
- The childminder is attentive to children's care needs. She notices when children are tired and need a sleep. She ensures that children have regular snacks and healthy meals. This helps to promote children's good health and well-being.
- The childminder has some resources that reflect the diverse world in which children live. However, she does not plan clearly how to use these to help children learn about their own and other cultures.
- Parents speak highly of the childminder. They appreciate the care the childminder shows their children and the information she shares about children's routines and well-being. However, the childminder does not regularly share information with parents about children's progress to help support children's further learning at home.
- The childminder ensures that her assistant completes safeguarding and paediatric first-aid training to enable her to fulfil the requirements of her role. The childminder's home is safe, secure and suitable for the care of young children. She understands her role in accordance to safeguarding children and knows how to respond to any concerns about children's welfare. This helps to keep children safe from harm.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop an accurate understanding of how to identify what children most need to learn next and how to plan for, and support, all children's learning effectively	15/04/2024

plan and deliver a well-sequenced, stimulating curriculum that provides children with the challenge and support they need to build on their existing skills and motivates them well to learn	15/04/2024
ensure that children take part in a range of meaningful learning experiences that help them to learn about their own and other people's cultures.	15/04/2024

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

- build on existing warm partnerships with parents to develop an effective two-way exchange of information about children's progress, to enhance children's learning further.

Setting details

Unique reference number	134582
Local authority	Oxfordshire
Inspection number	10307999
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 1998 and lives in Abingdon, Oxfordshire. She offers care from 7.30am to 5.30pm, Monday to Friday, throughout the year. The childminder offers funded education for children aged two, three and four years. The childminder sometimes works with her registered assistant.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views, and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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