

Childminder report

Inspection date: 27 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and well-structured learning environment. She builds close and caring bonds with children. The childminder knows children well and sensitively acknowledges when they are tired, hungry or need help. Children show a clear understanding of the well-established routines. For example, in preparation for snack times, they independently wash hands, collect their water bottles and sit down to eat. Younger children follow the older ones. All children behave positively, fully understanding the childminder's high expectations.

Children make strong friendships with others, sharing their resources and playing together harmoniously. This is evident when a group of children choose to play a shop scenario. They sensibly negotiate each other's job roles. Each child happily collects items to buy from a shopping list and another, who acts as the shopkeeper, collects payment from the customers. This shows that children demonstrate positive attitudes to learning and readily extend their own play. They make good progress in their learning and development in preparation for their eventual move to school.

The childminder designs a meaningful and ambitious curriculum. She prioritises children's communication and language skills, as well as their personal, social and emotional development. For instance, the childminder focuses on children's recognition of different emotions and how these may impact others. She offers plenty of praise when children persevere with tasks. Children love to be appreciated and let the childminder know when they succeed. This helps to raise their self-esteem and confidence.

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

- The childminder reflects on the quality of education and care she offers children. She has a clear vision of what she wants to do to help drive continual improvement. For instance, to help improve children's social and physical skills, the childminder takes them on a variety of outings. They go to the local park, playgroups and a sports activity group. Children eagerly welcome new visitors, initiate conversations and thoroughly enjoy interacting with them.
- Children are competent communicators. The childminder introduces new words and concepts to them in context, such as two halves of a toy pear make a whole one. Children apply these words when pretending to cut a whole pear to share with friends. They say 'half for you and half for me', showing developing understanding of early mathematical knowledge.
- The childminder effectively promotes a healthy lifestyle. Children love to be active outdoors in the fresh air. They balance, climb and jump with increasing control. The childminder talks to children about different food groups and how

these benefit their bodies. For example, children learn that bread is a carbohydrate, which gives them sustained energy. This helps children learn about the importance of eating a varied and balanced diet.

- The childminder has high expectations for children to manage their self-care skills. For example, she works with children's parents to provide a consistent approach to toilet training. Children delight in their achievements, such as putting on their coats and shoes. They jump with joy, saying 'I did it'.
- Children learn about some aspects of diversity in the world they live in, such as people with disabilities. They appreciate that these individuals make adjustments to their daily lives compared to more able-bodied people. However, the childminder does not always provide opportunities for children to broaden their understanding of different cultures, traditions and languages beyond their own. This means that children do not fully get opportunities to consider similarities and differences between their own ways of life and those of others.
- The childminder provides children with a balance of adult-led and child-led activities. She is responsive to children's ideas and involves herself in their play. For example, the childminder follows their suggestion to be a crocodile who tries to catch them as they successfully balance and step on blocks. However, at times, the childminder does not plan adult-led activities precisely enough. She does not consistently consider building on individual children's existing knowledge and skills. In these situations, children do not always make the best possible progress that they are capable of.
- The childminder quickly builds trusted relationships with parents. She provides guidance and ideas for activities to support children's continual learning at home. Parents praise the childminder highly for the regular updates she provides about their children's day, as well as their continual progress. They report that their children progress well with the childminder, particularly in their confidence, independence and social skills.

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

- provide more opportunities for children to develop their understanding of different cultures and traditions and learn what they have in common and what makes them unique
- review and improve the planning of adult-led activities that builds on individual children's existing knowledge and skills.

Setting details

Unique reference number	EY495401
Local authority	Oxfordshire
Inspection number	10305646
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Didcot, in Oxfordshire. She offers care Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder is eligible for funding for the provision of free early years education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

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 childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned group activity.
- The inspector took account of parent's written views.
- 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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