

Childminder report

Inspection date:

26 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The childminder's plans for children's learning are too vague for her to plan and implement an effective curriculum. For example, all children enjoy being physically active in the fresh air. Young children expertly make attempts at rolling balls and make marks and patterns with chalk. Older children test their coordination skills as they ride bicycles and spin tops on sticks with precision. However, while children enjoy the activities on offer, the childminder does not place enough focus on supporting children to build on what they already know and can do. At times, children lose interest and wander around or engage in conversation with the inspector. While they remain content to play on their own, the lack of targeted support does not help children gain new skills quickly enough.

Children form positive relationships with the childminder. Children enjoy reading books with the childminder. They snuggle into her and show a keen interest as they look at the pages. The childminder introduces some new words to support their developing vocabulary, such as grasshopper, volcanoes and waterfalls.

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

- The childminder does not have a secure enough understanding of how to plan and implement a sequenced and ambitious curriculum effectively. She creates a home-from-home, welcoming environment and wants children to be happy. However, she does not plan well enough for how she will support and extend children's learning. For example, on many occasions, the childminder leaves the learning environment to fetch more resources that are not relevant to the activity rather than supporting children and extending their learning further.
- The childminder acts as a suitable role model to children. She reminds children of her rules, and children behave according to their age and stage of development.
- Children are provided with a range of different experiences in the local community. For example, they visit local parks and a range of interesting places, such as indoor soft play, the library and local museums. As a result, children develop an understanding of the world around them and the community in which they live.
- Partnerships with parents are effective. The childminder communicates regularly with parents about what the children have been doing during their day with her. She seeks the views of parents regularly. Parents feedback that they value the care that the childminder provides, as well as a range of regular opportunities to go out into the community. However, the childminder does not work closely enough with other settings children attend with regard to learning. This limits the opportunities to consolidate and build on what children learn elsewhere.
- The childminder takes time to seek out new training and attends a range of

courses. For example, she has undertaken training around children's mental health and well-being. The childminder regularly meets and networks with other childminders locally.

- 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 to put their wellingtons and coats on by themselves. Children are learning how to use cutlery competently. For example, children use knives to cut their own bananas at snack time. This helps them to become confident and independent.
- The childminder appropriately supports children's good health. She ensures that children are offered regular drinks and provides daily opportunities for them to play outside. This helps children to become aware of how to keep themselves healthy.

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
plan and deliver an effective, challenging curriculum that reflects the individual learning needs of all children.	28/04/2024

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

- work more effectively with other settings children attend to ensure a two-way flow of information that helps to support and build on children's learning.

Setting details

Unique reference number	133929
Local authority	Oxfordshire
Inspection number	10317278
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 1992 and lives in Bicester. She operates Monday to Thursday, from 7am to 5.30pm. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 her evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024