

Childminder report

Inspection date: 29 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and nurturing environment. This helps children to feel safe and secure. They develop strong, trusting relationships with the childminder, who is attentive to their needs. Children can access toys independently in the well-organised playroom. Toddlers choose to investigate playhouses and books. Older children persevere as they attempt to connect pieces of a fence. Children share toys and try to include each other in their play. Their behaviour is good.

Young children engage well in their chosen activities and are motivated and enthusiastic learners. The childminder recognises opportunities to join in with children's play to help extend their learning. For example, she uses questioning effectively to enable children to consider what shapes they have made as they cut out and decorate butterflies. Children show an interest and engage well with activities.

The childminder is a positive role model who provides a wealth of praise and encouragement. This supports children's emotional well-being. The childminder gives clear guidance to support children's good behaviour. Children understand the routines of the day and the childminder's expectations. The childminder recognises when children are hungry or tired and swiftly attends to their needs. As a result, children settle very quickly and are happy, confident and eager to learn.

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

- The childminder plans a curriculum that carefully considers children's interests. The curriculum builds on children's experiences from home, as well as what they already know and can do. The childminder provides children with a range of resources that she thoughtfully chooses to extend their learning. For example, children identify the food 'The Very Hungry Caterpillar' eats as they 'post' the food into his mouth.
- Children display a strong interest in books. The childminder reads to them on numerous occasions throughout the day. Children freely choose books to read and show an interest in stories. The childminder encourages children as they sit next to her and listen to her read. Children are confident talkers who excitedly recall what happens next. However, the childminder does not plan as successfully to support other aspects of children's literacy skills, such as early writing, to help children develop a broad basis for their future learning.
- The childminder supports children's language and communication skills effectively. She sits with children as they play and talks to them about what they are doing. She builds on children's speech and language, helping them to extend their vocabulary. Children communicate well. They enthusiastically respond to questions and instructions. For example, the childminder encourages older

children to consider the life cycle of the butterfly.

- Children learn about mathematical concepts and are curious about numbers. The childminder helps children to understand numbers. Older children recognise the numeral three and say, 'I am three.' The childminder extends this learning by playing games that reinforce number recognition, for instance when children play games with dice.
- Partnerships with parents are strong. Parents comment on the childminder's 'meticulous care of children' and the 'excellent learning environment'. The childminder speaks with parents daily and shares updates to children's learning and development using an online resource. This helps parents to support and extend their children's learning at home.
- The childminder ensures that children have a wide range of experiences to encourage them to be physically active. For example, they regularly walk to the local school, play outdoors and visit local parks. The childminder ensures that children understand why they need to eat healthy food and how it supports them to grow and have energy.
- The childminder understands the skills children need to learn to become ready for the next stage in their learning. She works with parents to encourage children in their personal care and self-help skills. The childminder teaches children to maintain good standards of hygiene to promote their health and well-being. For example, children learn to go to the toilet and wash their hands independently.
- The childminder regularly reviews her practice. She accesses training to improve her professional skills, for instance to develop her understanding of changes to the early years framework and a wider understanding of safeguarding concerns.

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:

- strengthen support for children to build on their writing skills.

Setting details

Unique reference number	133335
Local authority	Oxfordshire
Inspection number	10317277
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	1 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 1993 and lives in Abingdon, Oxfordshire. She offers childcare each weekday from 7am to 7pm, all year round. The childminder holds a childcare qualification at level 3. She receives funding to provide early education for children aged two years.

Information about this inspection

Inspector

Kate Robertson

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 and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.

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