

Childminder report

Inspection date: 6 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this setting and show they feel happy and safe. The childminder is attentive to the children and gives them a good amount of attention. Children demonstrate good bonds with the childminder as they often go to her for cuddles and reassurance. The childminder finds out about the children's learning and interests at home before they start with her. This helps her to know where children are in their development and enables her to incorporate their interests into the curriculum, to support their learning further.

The childminder purposefully supports children's communication and language skills. For example, she takes every opportunity to engage children in conversations about what they are doing. She supports children's love for books and singing well, for example through regularly visiting the library and attending rhyme time. Children's behaviour is good. The childminder gives children a good amount of praise and encouragement. She supports and encourages children to play well together. For instance, when children are playing, she helps them to take turns and share toys equally. This helps them to learn valuable skills in managing their emotions effectively.

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

- The childminder understands the curriculum well. She offers a wide range of activities to help children experience the seven areas of learning. The childminder knows the children in her care. She knows what they need to learn next and offers good support to help them make progress.
- The childminder has successfully addressed her last inspection and regulatory findings. She has attended training to improve her knowledge and skills on behaviour management and ways to support children with special educational needs and/or disabilities. Additionally, she has reviewed her policies and procedures to ensure that children's welfare is consistently maintained.
- The childminder promotes children's independence skills effectively. For example, she encourages children of all ages to take off their coats and shoes, on arrival to the home. The childminder helps children to learn about the world around them through a range of festivals and events. This helps children to learn about different people and communities.
- Children enjoy the activities on offer. They make choices about what they would like to do. For example, as children show an interest in the rainbow blocks, the childminder supports them to build and construct other shapes from these. The childminder is good at interweaving areas of learning, which children are starting to recite in their play. For instance, younger children recall numbers in sequence when exploring with blocks, and others use mathematical language, such as 'more' and 'less'.

- Overall, the childminder implements good teaching. She follows children's interests and ensures that they enjoy the activities on offer. For example, when children make herbal teas, they have opportunities to cut up and use real fruits in these to add to the flavours. This helps children to recognise and make connections between how the tea smells and different fruits. However, at times, the childminder is a little too quick at advising and suggesting to the children how to do things rather than giving them time to explore and trial their own ideas.
- The childminder supports children's health and well-being well. For instance, she reminds children of the importance of catching their coughs and why they need to wash their hands. The childminder encourages healthy eating and sits with the children while they eat. Children enjoy playing outdoors in the fresh air. They have regular access to the local green area where they play ball games and together, and they enjoy visiting other parks and places of interest in the community.
- Feedback from parents is positive and complimentary. Parents say that they get lots of information about how their child is doing and feel well involved. They say that the childminder gives great support and that their child loves the childminder. The childminder understands the need to work with other professionals involved in the children's care and education. However, the childminder does not make the strongest possible links with other settings children attend, to enable them to share relevant information effectively about their learning.

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 use and express their own ideas during planned and adult-led activities
- strengthen partnerships with other early years settings that children attend, to develop more effective ways to share information about their learning and development.

Setting details

Unique reference number	EY491579
Local authority	Oxfordshire
Inspection number	10299428
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 May 2023

Information about this early years setting

The childminder registered in 2015 and lives in Carterton, Oxfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Bartholomew

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 setting.
- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector carried out 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.
- Parents' feedback was obtained through available feedback letters for the inspector.

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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