

Childminder report

Inspection date: 20 July 2022

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

Children are very settled and happy in the childminder's care. They show they feel very 'at home' in the environment. They move around the childminder's home confidently. They know where to find resources and toys. Children show they are equally as happy to explore and play on their own as they are to talk and play with the childminder. For example, children enjoy making pretend meals on their own and also really enjoy building train tracks with the childminder.

Children behave appropriately for their age. They benefit from clear and consistent guidance from the childminder about acceptable behaviour. Children learn about the benefits of being helpful. They enjoy helping clear the table for meal times and tidying up afterwards. They learn well from the childminder who is a very good role model. She is courteous and calm when talking to children and visitors, and children learn to be so too.

The childminder gets to know children very well. She knows what they like to do and what they need to learn next. This helps her plan activities and experiences that are tailored to their needs. For example, when planning for children's speech and language development she considers if she needs to focus on introducing new words, pronunciation or children's confidence to engage in conversations. This means that her support can be precisely targeted so that children can progress well and develop the skills they need to the most.

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

- Children learn lots during their time with the childminder. The childminder focuses her teaching on younger children's social, communication and physical skills. This means that children have plenty of opportunities to develop the confidence, skills and knowledge that will best help them to prepare for the move to nursery or school when the time comes.
- The childminder models language well for children. She talks clearly about what children are doing. Children listen and begin to repeat back the words and phrases they hear. They are further encouraged to do so because the childminder offers lots of praise and smiles when they do. This effective support helps ensure children have the words they need to express their needs and opinions.
- The childminder understands the importance of books and stories to children's language and literacy development. She plans regular times when children sit quietly with her and share books. Children focus well at these times. Children also have easy access to books at other times too. They enjoy pointing out favourite characters and turning the pages.
- Children show a positive attitude to learning. They delight in learning new skills.

For example, when children want to play with paint, the childminder uses the opportunity to show them how to fold paper in half to create a pattern. Children watch carefully as the childminder demonstrates and then copy. They show great excitement about what they see and are keen to do it again.

- The childminder encourages children well to be independent in meeting their own needs and treating the environment with respect. Children learn to wash their hands and put tissues in the bin. The childminder understands that having these skills will help children feel confident in new surroundings, such as schools and nurseries.
- Partnerships with parents are warm, professional and highly effective in supporting children. The childminder regularly discusses children's progress with parents and helps them access any additional support their children may need. She then works with other professionals to incorporate any extra support into her daily routines. As a result, children soon catch up with their peers.
- The childminder has kept her statutory training up to date. However, she has not recently made use of many other opportunities to further build on her existing good teaching skills.
- The childminder can talk confidently and accurately about what children know and can do. She is beginning to reduce the amount of written assessments she completes but could reduce these still further without any negative impact on her ability to meet children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is a safe and secure environment for children. She takes effective steps to ensure her safeguarding knowledge remains up to date. She has a detailed understanding of the physical, behavioural and emotional signs that could indicate a child is at risk of harm. She knows how to share such concerns, and the importance of doing so promptly, to keep children safe. She has an accurate understanding of local and national safeguarding issues, including the dangers to children of being exposed to extreme or radical views.

What does the setting need to do to improve?

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

- focus professional development on enhancing further understanding of the curriculum and how to improve teaching skills further
- review the use of written assessments to ensure they are not overly burdensome and not adding unnecessarily to workload.

Setting details

Unique reference number	133828
Local authority	Oxfordshire
Inspection number	10228252
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder registered in 1993. She lives in Kidlington, Oxfordshire. The childminder offers childcare all year round, from Monday to Thursday each week.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having 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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