

Childminder report

Inspection date: 10 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder works with a co-childminder and provides a warm, welcoming and homely environment. She greets children with smiles and cuddles. Children show they are happy to see her and confidently enter her home, ready to start their day. The childminder keeps children safe. She supervises them closely and ensures her home is safe and secure. She is clear and consistent about behavioural expectations. Children cooperate promptly with requests and behave typically for their age.

The childminder plans a well-considered curriculum, focusing on the skills and knowledge children most need in preparation for starting school or nursery. She is a strong advocate for children with special educational needs and/or disabilities and has the same ambitions for these children as for other children. Through planned activities, routines and interactions she supports children's personal, language and physical development. This gives children a secure foundation on which to build further learning. She joins in with children's play in ways that helps them develop their concentration. For example, when children show an interest in building with magnetic blocks the childminder gives them suggestions of what they might like to build. Children then enjoy putting these suggestions into action.

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

- The childminder knows the children well. She identifies gaps in their skills or experiences and plans activities accordingly. For example, she plans in lots of outdoor play to meet the needs of children who do not have easy access to outside space at home. She helps children become more comfortable with messy play, understanding that this can impact on other areas of their development.
- The childminder speak with children in ways that extends their vocabulary effectively. She talks to children about what they can see and what they are doing. This helps children understand new words and helps them confidently use them in their own play.
- Overall, the childminder delivers effective teaching. Sometimes, she does not help children settle and focus before beginning some activities. For example, younger children show they need more help to sit and listen well to stories. This means that some younger children do not get the most out of these useful learning experiences.
- Overall, children enjoy their learning. This is because the childminder takes account of their interests and abilities when planning activities and choosing resources. For example, after children have enjoyed exploring the changing seasons on walks, the childminder provides leaves, conkers and pretend pumpkins for them to explore back at her home. Children find the resources interesting, which helps build their concentration skills.
- The childminder uses daily routines well to teach children the skills they need to

become more independent. She teaches children how to put on their own shoes and wash their hands. Children are encouraged to use cutlery at meal times.

- All children are made to feel equally welcome. Children learn alongside children with abilities and needs different to their own. This helps all children gain a positive view of what makes them unique and special. Through these positive interactions children gain a positive view of the similarities and differences between themselves and others.
- Parents speak positively of the childminder. They feel their children are safe and cared for well. The childminder builds on these positive partnerships to help parents further build on children's learning and development at home. For example, she lends resources and offers advice as parents help their children become more confident to meet their own personal care needs.
- The childminder takes effective steps to keep her knowledge and skills updated. She seeks out professional development opportunities to further improve her practice. She has recently completed training to give her a more in-depth understanding of how to identify when a child may need additional support, so she can offer prompt interventions when needed.

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:

- improve how some activities are planned and delivered, so children can focus more on the main intended learning.

Setting details

Unique reference number	2758040
Local authority	Oxfordshire
Inspection number	10349653
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Banbury, Oxfordshire. She works with a co-childminder. She offers care 7am to 6.30pm, Monday to Friday, throughout the year. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact 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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