

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 to provide a welcoming 'home-from-home' environment. The childminder's gentle approach helps children feel safe and secure. Children show they enjoy his company. They enjoy their conversations with him, and look to him for encouragement and support when feeling a little unsure. He is clear about what is acceptable behaviour. He understands that for children to understand what is expected of them it is important to give consistent messages. Children behave typically for their age and cooperate promptly with requests.

The childminder understands how important it is for young children to get a positive start to their learning journey. He helps children enjoy their learning and develop the confidence to 'have a go'. This helps children develop the dispositions they need to learn well from later teaching. The childminder wants all children to achieve well, including children with special educational needs and/or disabilities. He effectively supports children to take part in a range of activities that help them develop their language, social and physical skills. Through conversations he also helps children learn about the world around them. Children enjoy these conversations, and use what they learn from them in their own play.

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

- The childminder wants all children to get the most from their time in his care. He is very empathetic towards children who are a little anxious or quiet. He adapts how activities are presented to encourage them to take part. For example, he repeats some activities one-to-one for some children who find taking part in a group a little overwhelming. This helps ensure children do not miss out on useful learning.
- The childminder delivers an appropriate mix of child-initiated play and adult-led learning. Children learn from both. Sometimes when planning the latter the childminder focuses more on what children are to do and make rather than what he wants them to learn. This impacts his ability to closely match his teaching to what children most need to learn next.
- The childminder enters into thoughtful conversations with children. This effectively builds children's vocabulary and develops their conversational skills. He childminder gives children plenty of time to think about what they want to say, listens well and responds thoughtfully.
- The childminder knows children well and has a broad knowledge of what they need to learn next. However, he is not yet monitoring children's progress closely enough for himself, to precisely plan for each child's individual needs within the overall curriculum.
- Children learn to take turns and to consider the needs of others. The childminder joins in children's play in ways that helps children play cooperatively. He

encourages children to share resources, wait their turn and play together.

- Under the childminder's guidance children learn about their own personal safety. They learn about road safety on walks in the local community. The childminder helps them understand the benefits and potential pitfalls of using technology and what to do if they ever feel unsafe.
- Children learn a range of skills that helps them become more independent in meeting their own care needs. The childminder teaches them how to wash their hands and use cutlery at meal times. Children help with age-appropriate tasks, such as tidying up.
- Parents speak highly of the childminder. They appreciate his calm presence in their children's lives. He uses these warm partnerships to share ideas with parents about how they can further support their children's learning at home. For example, children can borrow books and resources to use with their families.

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:

- identify more precise learning intent for some activities, and use to enhance teaching further
- monitor individual children's progress more closely, to further improve how their individual needs are planned for within the overall curriculum.

Setting details

Unique reference number	2758046
Local authority	Oxfordshire
Inspection number	10349655
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	0 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. He works with a co-childminder. He 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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