

Childminder report

Inspection date: 24 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 offers an engaging environment that is safe and appealing for children. She is affectionate and nurturing towards children in her homely setting. Children form strong bonds with the childminder and thoroughly enjoy her company. The childminder supports children's emotional wellbeing. For example, she knows children's unique personalities and gives them appropriate time to settle in first, before their introduction to planned activities. In this way, children feel comfortable and begin to show a true sense of belonging.

Children are keen, inquisitive and enthusiastic learners. The childminder skilfully creates a tailored and ambitious curriculum based on their interests. For instance, children who love dinosaurs have access to them, indoors and outdoors. The childminder elevates children's interests by wearing outfits with dinosaur images to spark meaningful interactions and create valuable lasting impressions. These children impressively recall the names of the most unusual dinosaurs and their specific features, likening them to more familiar ones. Children make good progress from their starting points, in readiness for their next stage in education.

Children behave very well. The childminder encourages them to join in with group games, which helps them to understand about taking turns. Children show a good awareness of the childminder's house rules, which is further supported by the well-established routines in place.

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

- The experienced childminder has a thorough knowledge and understanding of how young children learn and develop. For example, she carefully observes children during play and identifies their unique learning styles. The childminder applies this information when planning specific activities that build on individual children's learning. She shares these ideas with parents to help them understand ways to support their children at home. This combined approach leads to children's sustained progress.
- The childminder organises varied real-life opportunities for children to learn about the natural world. Children love to forage for natural objects and regularly visit the childminder's allotment to learn about how things grow. In addition, the childminder arranges frequent visits to the local care home for the elderly, where children benefit from intergenerational learning. These experiences also enhance children's respect for people from different walks of life.
- Children develop independence and self-care skills well. They learn to dress themselves, wash their hands and use the toilet independently. The childminder encourages them to persevere at tasks. Children show their determination to master these tasks for themselves. They recognise the importance of adopting a

healthy lifestyle. For instance, as part of the childminder's routine she regularly takes children to visit the dentist to raise their understanding of good oral hygiene practices.

- The childminder provides children with rich opportunities to learn about their own culture and those of others. For example, she gathers key words in children's home languages from parents, such as how to say 'hello'. The childminder shares these with children, supporting those who speak the language feel valued, as well as increasing everyone's awareness of the different languages spoken in the diverse world they live in.
- Promoting children's physical development is important to the childminder. She provides children with daily access to a well-equipped outdoor area to help strengthen their large muscles. For example, children dig in the sandpit with large spades. They delight in using their fine motor skills at snack time to cut their fruit into pieces with child-safe knives. In this way, children's stamina, core strength and hand-and-eye coordination are increasing.
- Children show a real love for books. The childminder provides a variety of fiction and non-fiction books. Children readily choose their favourite books and cuddle up to the childminder to share these with them. On the whole, they remain focused, looking at pictures and absorbing the language. However, on occasions, when reading stories to children in a small group, the childminder introduces too many concepts in quick succession. When this happens, children's attention is distracted and they begin to lose interest.
- The childminder works closely with other professionals. For instance, she meets with local childminders to discuss good practice and freshen her ideas to keep children's learning exciting. The childminder remains in regular contact with local schools and pre-schools to support children's smooth transitions.
- Partnerships with parents are open, strong and effective. Parents highly value the childminder's good service. She keeps parents well-informed of their children's learning and development, including any areas that need improving. Parents report how well their children are progressing, particularly in their speech, independence and confidence.

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 the planning and implementation of adult-led activities to focus more precisely on children's individual intended learning.

Setting details

Unique reference number	2759416
Local authority	Oxfordshire
Inspection number	10349599
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Oxfordshire. She operates Tuesday to Thursday, 7.30am to 6pm, all year round. The childminder is eligible to receive funding to provide early education for children aged 9 months to four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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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