

Childminder report

Inspection date: 21 October 2024

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

The childminder is very nurturing, calm and kind. She understands that for children to be ready to learn, they first need to feel safe and secure. She welcomes children warmly into her home. She adapts her routines to meet their needs. For example, she does not attend busy toddler groups with children who might feel overwhelmed by the busy environment. Instead, she arranges to meet other childminders and children in small groups, to build children's confidence in meeting new people. The warm and trusting bonds between the childminder and children are very evident.

The childminder takes pride in preparing children well for the next steps in their learning journey, for example starting nursery or school. She identifies aims for her curriculum that are ambitious but achievable. She teaches children to share and take turns. She consistently supports children's language development very effectively, introducing them to new words, and encouraging back-and-forth conversations. She uses daily walks to teach children about the world around them. Children develop well into inquisitive learners. They are fascinated to learn about the different seasons, plants, vehicles and people they encounter on these daily trips.

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

- The childminder clearly identifies what she wants children to learn and how she will sequence this learning effectively. This enables her to break learning down step-by-step for children as they master new skills. For example, children are able to put on their own coats because the childminder teaches them all the different things they need to be able to do in order to do up zips. Children are able to draw recognisable pictures because the childminder teaches them how to hold and control pens and how to think about what they want to draw.
- The childminder is very effective at teaching mathematics in meaningful ways. She teaches children how to count accurately. Children show they remember well what they have learned. For example, they carefully count the legs on spiders as they draw, giving one number to each leg as they go.
- The childminder revisits learning regularly, checking what children remember, and building further on their existing knowledge. This helps ensure children remember long-term what they have been taught. For example, the childminder talks with children regularly about what they have seen and discussed on walks and children use this knowledge in their own play back at her house.
- The childminder knows that for children to gain the most from their time with her, they sometimes need to be moved out of their own 'comfort zone' when it comes to choosing what to do. The childminder gently, kindly and supportively helps children do things they are a little unsure of. For example, when children are anxious about taking part in messy activities the childminder reassures them

and suggests they watch her first. This takes the pressure off children, and gives them the confidence to have a go in their own time. Through this approach the childminder builds children's confidence and helps children develop a positive attitude to learning and exploring.

- Children show extremely high levels of well-being and belonging. They choose to climb onto the childminder's lap to listen to stories. They confidently tell the childminder when they are hungry and talk about how they are feeling. The childminder successfully creates a real 'home-from-home' for all children.
- The childminder keeps children safe. She supervises them closely at all times, including when using technology. However, she has not considered how specifically to prepare young children for a time when they will need to keep themselves safe online, given the increased role technology plays in children's lives.
- The childminder very successfully helps children reach developmental milestones. She works successfully with parents to do so, offering lots of advice and support, such as when children are ready to begin to meet more of their own personal care needs. She also considers how she can help children in her own home too. For example, she reads stories to them about what they are going to learn to do for themselves.
- The childminder continues to improve her knowledge in regard to how children learn. She makes good use of professional opportunities to network with other childminders and listen to experts talk about child development. She reflects well on what she learns, and uses it well to maintain high standards.

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:

- incorporate into the curriculum opportunities for children to develop an age-appropriate understanding of how to stay safe when using technology.

Setting details

Unique reference number	507090
Local authority	Oxfordshire
Inspection number	10367380
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Bicester. She offers care from 7am to 5pm, Monday to Friday, all year round. 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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