

Childminder report

Inspection date: 24 April 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 plans a curriculum for children that focuses on what they need to learn to help them be well-rounded individuals. She recognises that, following the COVID-19 pandemic, many children need to learn about being sociable and how to play with others. Through her good understanding of children's age and stage of development, the childminder recognises that young children need support to share, take turns and manage their emotions. Consequently, her curriculum supports children to learn these essential skills. She implements the curriculum successfully, and older children are good role models for younger children. Children can express themselves well because they learn good communication and language skills.

Children enjoy taking part in activities and show that they feel safe and secure. The childminder shows children genuine care and affection, and this boosts their sense of security. They arrive happily, and when saying goodbye, they hug each other warmly.

There is a busy routine for children. Some children attend part-time, and there are various changes during the day. The childminder helps to prepare children well for these changes and ensures that there is no learning time lost. The childminder demonstrates a superb understanding about how to identify when children's progress does not meet expectations and knows what action to take. When needed, she ensures that she seeks support from external professionals to meet children's care and educational needs. As a result, all children make good progress in her care.

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

- Children are expressive and fluent talkers who can explain what they know and understand about the natural world. They are captivated by animal life cycles and how caterpillars turn into butterflies. The childminder provides older children with books on the subject. Children pore over 'The Very Hungry Caterpillar' book, studying each page intently and retelling the complete story with precision and confidence. This demonstrates their excellent ability to recall information and their obvious great pleasure in learning from books.
- Children who are most able make superb progress in the childminder's care. The childminder is acutely aware of children's need to be challenged and supported to continue to feel motivated to learn. Her flexible curriculum meets all children's needs well.
- The childminder has an extensive awareness of children's home lives and experiences. She knows factors that can have an impact on their development, such as the arrival of a new sibling. By talking to children and being flexible in

her routine, she supports children as they encounter changes and new phases in their lives.

- Children's behaviour is superb. The childminder is calm and consistent, encouraging children to learn to play together well. Older children are fantastic role models for younger children, helping them to learn to take turns and share resources. Their boundless patience and understanding help everyone to get along and play together respectfully. Children show high self-esteem as they talk about the things that they are good at and know what their strengths are.
- The childminder encourages children to be active and healthy. She uses technology well to engage children in fitness games. On the walk to collect children from nursery, children learn about road safety and assessing risks. The childminder explains to children about ways they need to keep safe, and children strictly follow safety rules, such as holding on to the pram when walking.
- The childminder helps children to learn about others when they ask questions or an opportunity arises. However, she does not consider how to extend her curriculum to promote children's learning about others outside of their experiences to broaden their awareness of the diverse world that they live in.
- Relationships with parents are productive and professional. The childminder shares information effectively so they know how to support children's good progress at home. Parents say how happy children are in the childminder's care and how much they value her kind and caring nature.
- The childminder does not have any current plans for focused professional development to encourage her to build on the success of her teaching and expand her current curriculum.
- The childminder has a sound knowledge of her responsibilities to keep children safe in her care. She is aware of the role of her local safeguarding partners and when she needs to refer concerns about children's well-being to them.

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:

- expand on the curriculum to enhance children's learning about life in modern Britain outside of their immediate experiences and community
- undertake further professional development to increase knowledge of how to embed the curriculum to ensure that it remains challenging and ambitious for all children.

Setting details

Unique reference number	EY248884
Local authority	Oxfordshire
Inspection number	10335198
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	8
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Banbury. She operates term time only, from 7.45am to 6pm, Monday to Thursday. The childminder operates during some of the summer holidays. She provides free funded early education for children aged two, three, and four years old.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector went on a walk with the childminder and children. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.

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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