

Childminder report

Inspection date: 23 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 a good role model. She has high expectations of children's behaviour. Children behave very well. They demonstrate their understanding of daily routines as they follow the clear boundaries she sets. The childminder promotes positive behaviour and supports children of all different ages to recognise what is right and wrong. This creates a friendly environment for children to socialise together in.

The childminder provides a broad curriculum for children, which engages and excites them in their learning. She uses the settling-in process well to get to know children's starting points in development, from which she plans from and builds on each day. The childminder understands children's next steps in learning well. For example, she focuses on children's social and emotional well-being, as well as supporting them to be independent. Children receive lots of reassurance and encouragement. When needed, the childminder provides cuddles of support.

The childminder promotes literacy within the setting through storytelling and independent access to books, which children can explore. Children listen to stories and show their enjoyment by excitedly recalling parts of the story which are familiar to them. They have great fun as they excitedly join in with familiar songs, pretending to hop and jump and to be sleeping bunnies.

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

- The childminder plans a rich range of outings for children to practise key skills, such as socialising with others. For example, they visit local groups where they interact with other children who may have different lives and experiences to them. Children also experience the wider world around them through local outings, such as to farms and woodlands.
- The childminder engages children in thoughtful conversations throughout the day. For example, she asks them to recall a story about how many animals fit on a broom. However, on occasion, the childminder does not give children enough time to process their thoughts and respond to questions. This does not fully support all children's communication and language skills.
- Children have lots of opportunities to explore and be curious during the day. For example, they use water spray bottles filled with coloured water to discover how colours mix and what colours they can make. The childminder expands children's curiosity further as she draws various faces onto the patio slabs with coloured chalks. However, at times, she does not consistently encourage children to test out their ideas themselves and follow their interests, to fully extend their learning.
- Children follow good hygiene routines. They understand the need to wash their

hands at appropriate times during the day. Children are reminded to help themselves to drinks of fresh water throughout the day and recognise when they are thirsty. The childminder works with parents to ensure that their children have healthy foods in their packed lunches. Children sit together to eat and chat to each other about their day and the foods that they have brought to eat.

- Parents state they are very happy with the service provided and regularly share their comments through questionnaires and verbal feedback. They comment on the positive communication that takes place with the childminder and the information that she shares about the activities their children enjoy. Parents say their children thrive in the childminder's care.
- The childminder completes training, talks with her peers and keeps up to date with changes in the field of early years. For example, she has researched the benefits of using simple signing and how this benefits all children, including those with special educational needs and/or disabilities. The childminder evaluates her provision and sources ideas to help her to improve her professional knowledge and skills.

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:

- develop interactions with children to offer consistent levels of support to enhance children's communication and language skills
- strengthen support for children to follow and test out their own ideas and try things for themselves, to further extend their learning.

Setting details

Unique reference number	EY305654
Local authority	Oxfordshire
Inspection number	10364069
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 2005 and lives in Chinnor, Oxfordshire. She operates from 7.30am to 6pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides government funded early years places.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The inspector viewed the childminder's home and discussed the safety and suitability of the premises.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector considered views of parents from their written feedback.
- The inspector discussed with the childminder how she safeguards and meets the individual needs of children
- The inspector observed the interactions between the childminder and children.

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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