

Childminder report

Inspection date: 20 January 2025

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 offers a warm and welcoming environment. This enables children to be relaxed and have a sense of belonging. The childminder gets to know children well and ensures that she provides activities and resources that suit children's interests as well as their stages of development. Children are gaining in confidence and know where to find resources that they enjoy playing with. They freely access these for themselves or ask for them should they need to. The childminder is sensitive towards each child's specific care needs. They talk about the language of emotions through books and picture cards, and children are able to start identifying how they are feeling. Children feel safe and secure with the childminder. Children are well supported and encouraged to have a go independently.

Children benefit from having access to a wide range of activities. They are happy and engaged during planned activities. The childminder supports physical development well. She provides many experiences for children to develop their gross motor skills outside. Inside, children have many opportunities to support their early writing skills. For example, children make marks for purpose, using pens and crayons competently. They develop their skills of grasping and holding when manipulating and moulding dough into the pretend mouth. Furthermore, they are challenged to use a range of tools and pipettes to cut and transport the dough, while also learning about good oral hygiene and visits to the dentist.

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

- The childminder knows children well. She observes children's play to support her understanding of their interests. She uses this information to provide a broad and interesting curriculum that builds on what children already know and can do. For instance, she uses children's enjoyment of stories to develop their language and promote a love of reading.
- Partnerships with parents are strong. The childminder shares information about the children's progress and encourages parents to be involved in their child's learning. Parents report that their children enjoy attending and feel very much at home with the childminder.
- Children behave well. The childminder has high expectations for behaviour and reminds children of the rules and boundaries in the setting. Children respect the childminder and respond well to instructions. She remains calm and speaks softly to children to encourage them to do the same. On the rare occasion when children forget their manners, the childminder gently reminds children, modelling please and thank you to children.
- The childminder teaches children how to promote their safety and good health. For example, the childminder talks to children about road safety and holding

onto her hand when she walks with them to and from school. Children show an understanding of why they wash their hands before eating snack, saying that they do this because of the germs.

- Overall, the childminder supports children's mathematical development. For example, children can name colours and the childminder is supporting them to recognise and name different shapes. However, when the childminder identifies that children need to build on their knowledge of numbers and counting, she does not fully support them to build on these skills. For instance, when children count and become muddled after a certain number, the childminder does not help them to learn new numbers or sensitively correct their counting.
- The childminder places a high value on developing children's communication and language skills. For example, when reading a book she introduces unknown words to the children and explains the definition of these words, such as puffer fish, lobster and windmill. She narrates children's play to give their actions meaning and repeats children's language to support their pronunciation. Children are confident communicators and share their thoughts and ideas with others.
- The childminder keeps her knowledge up to date and current. She is committed to enhancing her professional development. The childminder understands the importance of this to improve her knowledge and practice. For example, she ensures she attends regular training, forums and webinars, as well as completing a range of online training. This helps to maintain and develop the childminder's practice and quality of teaching.

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:

- help children to build on their understanding of numbers and counting.

Setting details

Unique reference number	EY340244
Local authority	Oxfordshire
Inspection number	10368595
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	2 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 2006. She lives in Abingdon, in Oxfordshire. The childminder offers care from Monday to Thursday between 8am and 6pm, all year round, including out-of-school care. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision. The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector completed a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The childminder carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records. The checks for one household member are underway.

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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