

Childminder report

Inspection date: 20 March 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

Children feel safe and secure in the childminder's warm and welcoming home. They settle quickly and form positive attachments to the childminder. The childminder swiftly and sensitively responds to children's individual needs, for example when toddlers hold up their arms for a cuddle. She offers the children encouragement and celebrates their achievements. Children from a young age begin to develop confidence and high self-esteem.

The childminder has strong bonds with the children. She has high expectations for children's behaviour and is an effective role model. The childminder is polite and respectful, which the children learn to replicate in their own interactions with each other. For example, they take turns and share resources. Children build good relationships with their friends. For instance, they happily sing songs and enjoy dancing together.

The childminder carefully considers the activities and experiences that she provides for children. Children explore activities with enthusiasm and curiosity, and they use their imaginations as they play. For instance, they create their own dentist surgery and explore the equipment they can use. Children play with model teeth, cleaning them and putting braces on them. They use toothbrushes and talk about their own trips to the dentist.

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

- The childminder plans activities to help all children make progress in their development. For instance, the childminder has sought professional advice to ensure she can address the needs of children with special educational needs and/or disabilities (SEND). She accesses regular training to update her skills and knowledge and further extend her professional development. The childminder also understands the importance of ensuring that any assistants working with her have the required knowledge and skills to undertake their role.
- Partnerships with parents are strong. Parents' written comments are extremely complimentary about the quality of care and learning at the setting. The childminder ensures that parents receive information about every aspect of their children's care and learning. For example, she uses daily communication and online messaging to keep parents updated. Parents of children with SEND praise the way the childminder meets their child's individual needs.
- The childminder provides daily opportunities for physical development. Children build their coordination and rhythm through dance and music sessions. They move confidently and freely around the home as they select resources that interest them. Younger children enjoy developing their gross motor skills, for instance as they navigate obstacles safely. Children enjoy trips with the

childminder to local parks, ensuring that they have lots of physical exercise and fresh air.

- The childminder plans various activities that focus on strengthening children's small muscles, particularly those needed for later writing skills. Children persevere as they carefully thread string through cards and push cereal onto spaghetti strands. They proudly describe the result as a 'space hedgehog'. However, the childminder does not provide as many opportunities for children to freely access early mark-making materials to enable children to practise their mark-making skills.
- The childminder promotes children's communication skills well. She provides a commentary as children play and reinforces new vocabulary. For instance, while reading 'The Very Hungry Caterpillar', the childminder talks about the different types of food the caterpillar eats. The children repeat these words as they enthusiastically post pictures of the various foods into the caterpillar's mouth.
- Children learn to be independent in preparation for school. For example, they help to tidy away their toys. The childminder supports children to manage their personal care routines, such as to wash their hands before eating and to understand why this is important. Children learn how to recognise risks and keep themselves safe. For instance, the childminder uses opportunities on outings to teach children about road safety.
- The childminder evaluates her provision thoughtfully. She strives to maintain good-quality teaching and learning. The childminder meets with other childminders to share good ideas to improve children's learning. She values feedback from parents and children and uses this information to identify areas for improvement. This is an improvement since the previous inspection.

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:

- extend opportunities for children to make marks and develop their writing skills.

Setting details

Unique reference number	EY384955
Local authority	Oxfordshire
Inspection number	10380652
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	18 June 2019

Information about this early years setting

The childminder registered in 2008 and lives in Thame, Oxfordshire. She offers full-time care on weekdays throughout the year. The childminder works with her husband, who is a registered assistant. She receives funding to provide free early education for children aged two and three years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector talked to the childminder at convenient times during the inspection to discuss her practice.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of teaching during activities, indoors and outside. She assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to the childminder's assistant and interacted with the 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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