

Childminder report

Inspection date: 9 December 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 creates a warm and nurturing environment. This helps children to feel genuinely at home, which enhances their overall well-being. Children develop strong and trusting relationships with the childminder, who ensures that they feel included and valued. They receive the support and cuddles they need for reassurance, which the childminder gives willingly. Children behave well for their young ages.

Storytelling, singing and engaging with rhymes are fundamental parts of children's daily activities. These help children to enhance their communication skills and develop a love for language. Children are joyful and content, actively seeking the childminder's participation in their play. For example, during activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. For instance, as they read a book about Christmas, she extends children's language with words such as 'trumpet', 'ice skating' and 'bauble'. Her support for children's developing language skills is a key strength of the provision. Children are busy and fully engaged as they involve themselves in activities that spark their interest. Children show good levels of concentration and determination, and a 'can-do' attitude to their learning. They concentrate as they practise making marks with large chinks and pushing and squeezing dough through a machine. They persist until they have created different shaped lengths, likening it to spaghetti.

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

- The childminder has developed a broad curriculum for the children who attend. She gathers useful information when children start at her setting. She uses this to sequence their learning, and she knows the children well. The childminder can talk about what the children can do, what she wants the children to learn, how they will do this and why.
- Overall, children benefit from good support as they play. Well-chosen activities and resources support children's use of mathematical language and understanding of capacity well. However, the childminder does not consistently make the most of spontaneous learning opportunities to boost young children's emerging counting skills.
- The childminder implements good health and hygiene routines. She encourages children to learn to be independent with toileting, handwashing and nose blowing. Discussions and activities about healthy eating and oral health help to support children's knowledge of how to maintain their well-being. This helps them to become more confident and independent.
- Partnerships with parents are strong and the childminder adopts a professional approach in building effective relationships. Parents comment on the supportive

and nurturing environment that the childminder provides. They report that they have seen an increase in their children's communication and language development since attending. Children benefit from the successful partnerships and have consistency in their learning.

- The childminder has high expectations for behaviour and reminds children of the rules and boundaries in the setting. She teaches young children how to share with each other, and they respond well to instructions. The childminder remains calm and gentle, and speaks softly to children to encourage them to do the same.
- The childminder demonstrates a genuine enjoyment of her work. Although she attends mandatory training, such as first aid and safeguarding, she has not established a targeted programme of professional development to consistently improve her good knowledge and skills to the very highest standard.
- Children benefit from seeing different people and different places. They learn about the wider world they are growing up in. For example, the childminder travels with the children in and around her local community. She teaches children how to keep safe and provides opportunities to develop their physical skills. They visit local parks, nature trails and local stately homes. These provide children with new and interesting experiences. For instance, they have opportunities to run, climb and balance as they develop their core-muscle 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:

- provide more opportunities for children to practise and use numbers, counting and simple calculation
- make further use of targeted professional development opportunities to improve knowledge and skills to the very highest standard.

Setting details

Unique reference number	EY387339
Local authority	Oxfordshire
Inspection number	10368565
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	26 March 2019

Information about this early years setting

The childminder registered in 2009. She lives near Bicester, Oxfordshire. She offers care all day, from Monday to Thursday, throughout the year. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- 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 feedback. The inspector took these views into account.
- The inspector talked to the childminder and the children at appropriate times during the inspection and took account of their views.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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