

Childminder report

Inspection date: 22 July 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 provides a safe and welcoming environment for children and is very thoughtful to their individual needs. She understands that children thrive and learn best when they feel secure. Therefore, she prioritises their emotional wellbeing. For example, following her daily 'hello' song, she talks to children about the language of emotions and how each individual child is feeling that day. Children show that they are very happy and comfortable in the childminder's care. They seek reassurance when needed and enjoy her warm interactions with them. The childminder is a good role model. Children respond positively to her kind and caring approach. They learn how to play harmoniously and to treat others with respect. For example, during a story, children ask to hold their friend's hand and sit and listen attentively.

Children benefit from outdoor learning and daily fresh air. The childminder understands how exercise is important for children's health. She plans opportunities for children to be outdoors during the day and talks to them about what they see when out on walks in the local community. For example, children take trips to local parks. In addition, children have access to the childminder's secure garden. They enjoy navigating on the balance beam, scooping and pouring in the water tray, and persevering with wiggling their hips as they rotate the different sized hoops. Children delight in language-rich activities, such as stories, action rhymes and role play games, which help to ignite their urge to communicate.

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

- The childminder demonstrates a genuine enjoyment of her work. She works hard to maintain quality and develop her own practice. The childminder takes time to seek out new training, through forums, webinars and face to face training. She is motivated to read, review and reflect on these changes to improve the service she provides. For example, the childminder has recently undertaken training on supporting children's mathematical development. This has had a positive impact enabling her to increase mathematical language, activities and the environment to increase children's learning.
- The childminder has a clear intent for her curriculum and what she wants children to learn. She develops a curriculum that focuses on promoting curiosity, building children's independence and getting children ready for starting school.
- Overall, children develop good communication and language skills. The childminder introduces new language into children's play to build on their vocabulary skills. For example, children learn about a range of sea creatures, naming sealions, whales and turtles. Older children confidently answer questions. However, at times, younger children are not given enough time to think through and answer, to share their ideas and broaden their communication

skills fully.

- Partnerships with parents are strong. The childminder shares regular information with parents about what children have been learning and the progress they are making. In addition, she provides parents with information about how to support children's learning at home. Parents report that children are happy and settle quickly in a 'safe and stimulating,' environment.
- The childminder is ambitious for the children. She has high expectations of their behaviour and learning. Children behave well and are eager to access the learning activities. For example, the childminder uses mirrors to help them to understand their feelings through facial expressions.
- Key-person relationships are very effective. Interactions are kind and gentle, and children build strong relationships with the nurturing childminder. For example, children seek out the childminder for a reassuring cuddle as they start to tire, ahead of their sleep time.
- The childminder provides an environment that encourages the children to develop their independence. Children confidently select resources. They are learning to access their drinks, put on clothes ahead of going into the garden, and wash their hands independently. The childminder is aware of the potential risks to children in her setting and constantly supervises 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:

- build on the good teaching of communication and language skills even further by giving younger children more time to think and answer questions.

Setting details

Unique reference number	EY405481
Local authority	Oxfordshire
Inspection number	10351154
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Abingdon, Oxfordshire. She operates all year round from 8am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a level 3 early years qualification. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Amanda Perkin

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 setting.
- 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 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.

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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