

Childminder report

Inspection date: 27 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 are confident, happy and settled in this homely environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. By building warm and trusting relationships with the children, the childminder ensures they feel comfortable to express their needs and opinions. Children know where resources are stored and confidently ask for toys they would like to use. Children behave well and the childminder is a good role model. She reminds children of behavioural expectations. This helps children begin to learn to share, take turns and consider the needs of each other.

Overall, the childminder's curriculum demonstrates high expectations for children's learning. She places a strong emphasis on children's communication skills. Through storytelling and recalling prior learning, the childminder introduces new vocabulary. For example, children are able to name a variety of species of birds, as they look at a book and link to recent trips in the community. For instance, they name jackdaws, starlings and goldfinches, and recall seeing the heron when visiting the duck pond. This extends children's language and understanding of the world development. The childminder plans a range of activities to strengthen children's fine motor skills. Children make marks for purpose in sand and with chalks outside. These activities strengthen children's fine motor skills, in readiness for early writing and children's next stage in learning, such as, school.

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

- The childminder is skilled at interacting and communicating with the children. Children join in with conversations about a wide variety of topics. For example, when talking about vehicles which fly, she explains how aeroplanes have propellers and helicopters have rota-blades. She asks questions, encourages them to think for themselves and to solve problems. She is quick to make the most of learning opportunities.
- The childminder observes and assesses children's learning regularly. She uses her knowledge to help her quickly establish where children are in their development. This helps children to make good progress. However, there are times when the childminder does not ensure that all planned activities are aligned with children's ages and developmental skills. This does not allow children to fully take advantage of all the learning experiences available to them.
- Parents speak warmly about the childminder. They are pleased with the progress their children make, especially in how the childminder creates a kind and nurturing environment for their children, which enables them to grow in confidence. The childminder uses these warm partnerships well to help parents continue children's learning at home. She keeps them well informed about their children's progress and gives suggestions for activities to continue children's

learning.

- The childminder is experienced and values the importance of continuous professional development. She ensures she attends regular network meetings and webinars, as well as completing a range of online training. This helps to maintain and develop her practice and quality of teaching.
- The childminder provides children with a wide range of exciting and interesting outdoor learning experiences. For example, children enjoy regular walks visiting parks and nature reserves. They become familiar with their local community as they take trips to the dinosaur museum in the nearby city and attend a regular toddler group. The childminder broadens children's knowledge of the diverse world as they look at information in books and read stories together.
- Children enjoy spending time with the nurturing and kind childminder. She supervises children closely and is quick to notice when they appear hungry, thirsty, or tired. She celebrates their efforts and achievements with praise as they play. As a result of this, children are confident, behave well and get involved in a range of experiences.
- The childminder has established secure partnerships with the local pre-school some children attend. However, she has not developed as effective partnerships with all other settings that children attend. This leads to some inconsistencies in sharing information for some children.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands ahead of mealtimes and older children are able to take themselves to the toilet and are learning to dress themselves. This helps them to become more confident and independent.

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 the planning and delivery of the curriculum to better support the various ages and stages of children's development
- work more closely with all other settings that children attend to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	EY407019
Local authority	Oxfordshire
Inspection number	10375884
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in Marston, Oxford. She operates from 7.30am to 6pm on Tuesdays, Wednesdays and Thursdays, during term time only. The childminder holds an appropriate early years qualification at level 3. She receives government funding to provide early education for children aged from nine months to three years.

Information about this inspection

Inspector
Amanda Perkin

Inspection activities

- The inspector had 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 children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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