

Childminder report

Inspection date: 3 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	Met
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What is it like to attend this early years setting?

The provision is good

Children have fun as they learn and show good levels of emotional well-being. The kind and caring childminder provides a warm, friendly and welcoming environment. She knows the children in her care well and is 'in tune' with their individual needs. Children demonstrate that they feel safe and secure. They are keen to explore their surroundings and choose what they want to play with.

Children behave in an age-appropriate way. The childminder has high expectations for their behaviour and conduct. She acts as a positive role model and manages unwanted behaviour in a calm and consistent way. For example, she distracts children and explains to them why some behaviours are not acceptable. Children happily play alongside others and are learning to take turns and share with their peers.

Children make good progress from their starting points and demonstrate a positive attitude to learning. The childminder provides a good range of activities to motivate children to learn and develop new knowledge and skills. Children show a 'can-do' attitude and take pride in their achievements. For example, when completing puzzles, they try different ways to fit the pieces together until they succeed. When the task is complete, they celebrate their achievements and clap and cheer.

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

- The childminder has a good understanding of how children learn and develop. She has constructed an ambitious curriculum to ensure that all children make good progress. She regularly assesses their learning to identify any emerging gaps. The childminder uses this information to plan for their next steps and provide targeted support when needed.
- The childminder is highly effective in boosting children's communication and language skills. Songs and rhymes are an integral part of her curriculum. Children listen and join in as the childminder sings their favourite songs. Throughout activities, the childminder repeats words and phrases and asks age-appropriate questions. For instance, as children use shapes, the childminder names these and their colours. Younger children repeat back to the childminder and say 'yellow square'. Older children use simple sentences in response to the childminder's questions, such as when she asks them to talk about the pictures on puzzles. Children confidently tell her they can see a red bus and that the bell makes a 'ding' sound.
- Overall, teaching is good. However, the childminder does not consider how to adapt planned activities to enable all children to participate at the same time. For example, she sets up activities at either end of the room and moves frequently between these to support children's learning. This leads to her

interactions with children being frequently interrupted, and some children lose interest.

- The childminder supports children's mathematical development well. She encourages them to count during their everyday play experiences. For example, she asks them to count the number of trees they can see in a puzzle. Children confidently count to 10 independently, and beyond with help from the childminder.
- The childminder is committed to teaching children the importance of leading a healthy lifestyle. Children are encouraged to follow good hygiene practices, and the childminder ensures that they have plenty of opportunities for physical activity and rest. For example, she ensures that they benefit from plenty of fresh air and exercise through playing in her garden and visiting local parks and open spaces.
- Overall, the childminder encourages children to complete tasks independently. For instance, children help with handwashing and feeding themselves. However, at times, she forgets to encourage children to tidy up after play, and the floor becomes cluttered. This does not consistently support children to move as freely as possible.
- The childminder has forged good relationships with parents. She communicates well with them to ensure that they are kept up to date with their children's care and learning. Parents describe the childminder as professional and highly experienced. They comment how much their children enjoy the time they spend with her and the progress their children have made.

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:

- refine and improve the organisation and delivery of activities to allow children to become fully engaged without interruption
- encourage children to tidy away toys they are not using to enable them to move freely as much as possible.

Setting details

Unique reference number	EY419839
Local authority	Oxfordshire
Inspection number	10363928
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Didcot, Oxfordshire. She operates from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder has a level 3 qualification in children's care, learning and development.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for the children's learning.
- The inspector observed the quality of teaching during activities with the childminder and jointly assessed the impact this has on the children's learning and personal development.
- The inspector spoke with the childminder and the children at appropriate times during the inspection. The inspector also discussed the arrangements for safeguarding the children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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