

Childminder report

Inspection date:

10 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, confident and settle quickly as they arrive at the childminder's home. They demonstrate they feel safe as they animatedly chat to the childminder and visitors about their day. Children are independent and clearly know the routine. Each evening, after school, children come in, hang their coats and bags up, and make choices about what they want to play with. The childminder has set up the room prior to children's arrival. She considers the needs of the children carefully and includes a range of toys and resources that link to children's interests and complement their ongoing learning. The childminder also recognises that children may need quiet time after a busy school day.

Children are consulted about many aspects of the provision. They confidently make choices as they select resources and eagerly request help from the childminder if they need it. For example, children ask for help in threading the loom bands and children ask what exciting plans the childminder has for the approaching half-term holidays. She attentively listens to their views and consider these for her plans. Children are very well behaved and treat one another and the childminder with respect. Older children are very caring and considerate towards the younger children. Children have so much fun in this caring and nurturing childminder's home, that they are reluctant to go home when the time comes.

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

- Children's understanding of the world develops extremely well through a wide range of interesting experiences, including local walks along the river, visits to museums and regular use of the local library.
- The childminder has developed highly effective working relationships with other schools or settings that children attend. She successfully shares relevant information with teachers. This helps to ensure she meets children's individual needs and creates a consistent approach to children's learning.
- Children develop their physical skills and the childminder supports children's love for outdoor learning, through a range of outdoor pursuits. For example, children visits local parks, castle grounds and the splash pool in the warmer months. She has plans to further improve the garden to extend the range of activities offered to children who prefer to play outside.
- Children enjoy healthy snacks. They show a good understanding of managing their self-care and demonstrate good hygiene practices. They independently use the toilet and wash their hands before sitting and eating.
- Parents speak highly of the service offered by the childminder. They value the service that the childminder offers and feel their children are safe in her care.
- Children engage in meaningful conversations with the childminder. She listens

carefully to what children are saying and chats about their school day and their families. The childminder uses skilful questioning to encourage children to express their thoughts and ideas and expand on conversations. For example, she defines the word 'condiments,' as the children make their pretend sandwiches.

- Professional development is strong. The childminder demonstrates a commitment to extending her skills and knowledge, and has created a wealth of understanding about how children learn. She attends targeted and relevant training and carries out personal research. This helps to ensure that children make the best progress possible.
- The childminder supports children and their families excellently in teaching them about when children may be at risk, including when using the internet and digital technology. Children know how to keep themselves safe and minimise any risks, and this is meticulously embedded within practice. For example, on the walk back from school, children tell the inspector where it is safe to cross the road and the older children know they must link arms, before crossing the road.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role in keeping children safe. She regularly updates training that provides her with a very secure knowledge of the signs and symptoms of abuse. She maintains an exceptional understanding of the procedures to follow should she need to respond to concerns about the welfare of a child. The childminder has a broad understanding of wider safeguarding concerns, including the potential risk to children with regards to radicalisation and extremism. She carries out regular checks to the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	EY436463
Local authority	Oxfordshire
Inspection number	10136705
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder registered in 2011. She lives in the centre of Wallingford, in Oxfordshire. The childminder holds a relevant qualification at level 7. She provides after-school care only, from 3pm until 6.15pm on Monday, Tuesday and Thursday and operates during some school holidays.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector had a walk with the childminder through all areas of the premises used by the children.
- The inspector spoke with children and the childminder, at appropriate times throughout the inspection.
- Parents shared their views through written feedback, questionnaires and discussions with the inspector. The inspector took these views into account.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training 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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