

Childminder report

Inspection date: 3 May 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 are happy to enter, settle well and demonstrate they feel safe and secure. They have a strong relationship with the childminder, who is calm and nurturing. She knows children well and plans activities to nurture their interests and inspire their learning. For example, after a visit to see ducklings, children show an interest in learning more. The childminder extends learning by providing resources to support this, such as books about ducks and a 'hook a duck' fishing game. Children behave well and play happily with each other. The childminder reminds children to be kind to others in the setting and show compassion for each other's needs. This helps children to settle well and supports their personal, social and emotional development.

Children enjoy outdoor activities, which promote exercise, physical development and fresh air. For example, they have access to a garden and take walks out to the local community. This helps to support their physical skills, such as running, climbing and balancing. The childminder places focus on developing children's social skills. For example, she meets up with other childminders to allow for more children of similar ages to play and develop. All children make good progress, including those with special educational needs and/or disabilities (SEND) and English as an additional language.

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

- The childminder focuses on developing children's communication and language skills. She explains that she has noticed a need for extra support. For example, the childminder talks to the children about the resources they are playing with and asks them questions. She extends this support by helping to encourage children's social skills. For example, the childminder joins toddler groups so the children in her care can interact with more children of a similar age. Children develop good communication and language skills, especially those who experience a delay in speech.
- The childminder has high expectations for behaviour and reminds children of the boundaries and rules in the setting. Children show respect for the childminder, listen to instructions, and respond well. For example, the childminder asks children not to run indoors and explains they could slip over and hurt themselves. Children play well together and form good friendships. For example, they excitedly greet each other on arrival.
- The childminder ensures children are ready for moving on to school. She places emphasis on children's independence and confidence. Children know the routine and how to care for themselves by demonstrating certain skills, such as taking their own shoes off on arrival and placing them on the shoe rack. The childminder extends these skills and works in partnership with parents to

encourage further development. For example, she helps children become toilet trained in line with parents' wishes and how they approach this at home, to ensure children receive consistent guidance.

- There are effective arrangements for working in partnership with parents. The childminder communicates well with parents and provides regular feedback about children's development, their progress and about the day they have just had. Parents say that children make clear improvements in their development, such as using more language. They compliment the childminder and say how children are always happy to attend and ask to visit more often. Parents like that the childminder takes children outside the setting. For example, parents say that the childminder encourages social skills by visiting different groups and socialising with other children.
- The childminder keeps her knowledge current and up to date. For example, she attends regular training courses, both face to face and online. She strives to improve her knowledge to further support the children in her care. For example, the childminder has learned some phrases and words in another language to support children who speak English as an additional language.
- The childminder plans an interesting and broad range of activities that children enjoy. Overall, the teaching she provides to children is strong. However, the support for them to use their imaginations and creativity is less well planned than other areas of learning. This does not fully encourage children to explore their own ideas.

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:

- evaluate and improve activities to allow for children to explore their own imagination and creativity.

Setting details

Unique reference number	EY439729
Local authority	Oxfordshire
Inspection number	10335249
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Didcot, Oxfordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except public holidays and family holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Lynne Murray

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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