

Childminder report

Inspection date: 10 February 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

The childminder provides a safe and welcoming environment for children and is very attentive to their individual needs. She understands that children thrive and learn best when they feel secure. Therefore, she prioritises their emotional well-being. Children 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.

The childminder is committed to helping children achieve their very best. There is a good balance between children's self-chosen play and planned activities, which successfully supports children to learn at their own pace. The support in place for children with special educational needs and/or disabilities (SEND) is excellent. No stone is left unturned in the childminder's pursuit of removing barriers to learning. The childminder monitors children's learning to identify any areas of development where children may need additional help. She works alongside parents and a range of other professionals to provide a good level of ongoing support, and children make good overall progress.

Mathematics is consistently embedded in children's activities. The childminder provides play-based experiences to encourage children to expand their mathematical vocabulary. For example, children count snowflakes and make circle swirls in the flour. In addition, they count backwards from five as the rocket 'blasts off,' recalling the story they had heard earlier. This helps children's understanding of early mathematical concepts. Children use their imagination well. They pretend to be pirates and tell their friends 'land ahoy' as they dress up and add pirate patches to their eyes.

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

- The dedicated childminder takes a proactive approach to developing her skills. She continually reflects on what she can do to develop her practice. The childminder undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care. For example, she has undertaken a range of training in sign language to develop her understanding of how to support children with SEND, as well as supporting all children's communication and language development.
- The childminder has a broad and balanced curriculum and offers children a wide variety of experiences to ignite their curiosity, based on their interests and needs. She knows what skills and knowledge she wants the children to gain, both in preparation for school and for later life. All children, including those with SEND, make good progress from their starting points.
- Overall, the childminder has a strong focus on developing children's

communication and language skills. She uses props and resources to engage children in singing nursery rhymes and storytelling sessions. However, on occasion, the childminder asks children questions that do not provide them with the opportunity to engage in richer and broader conversations. For instance, during some planned activities, she does not always provide children with the opportunity to fully express themselves and to critically solve problems.

- 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 blow their noses hygienically. This helps them to become more confident and independent.
- Partnerships with parents are strong. Parents speak very positively of the childminder. They say they feel 'truly blessed' that their children are in 'such good and safe hands'. The childminder demonstrates integrity in everything she does. She shows a genuine enjoyment of working with children. She forms close relationships with parents and other settings that children attend. The childminder values their regular feedback.
- The childminder is very consistent in her expectations around behaviour. She understands how important this is for children's sense of security and for them to develop a clear understanding of why simple rules are in place. She patiently and kindly helps children learn to share, take turns and show consideration towards each other.
- Children's good health is promoted very well. The childminder provides many opportunities for children to enjoy fresh air and exercise. Children can play in her safe and secure garden, and they have opportunities to visit various places of interest. For example, they walk to the local parks, go to farms and visit the library regularly. This helps to support their social development and broadens their first-hand experiences of their local community.

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:

- extend opportunities for children to think about and solve problems for themselves.

Setting details

Unique reference number	EY449200
Local authority	Oxfordshire
Inspection number	10376242
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2012 and lives in Abingdon, Oxfordshire. She operates from Monday to Thursday, between 7.30am and 5.30pm, all year round. The childminder has a relevant childcare qualification at level 4. The childminder 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 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 childminder spoke with the inspector about the intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- 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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