

# Childminder report

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Inspection date: 17 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

The childminder forms secure attachments with the children. She gathers plenty of information about their family backgrounds when they start. The childminder makes good use of the information gathered to provide rich experiences that help children to make good progress in their development. For example, children are regularly taken on visits to local groups. They meet with other children in the community so that they can learn to socialise. Children show positive attitudes and explore the childminder's home with curiosity. The childminder supports children's language skills effectively. She reads stories to children and introduces lots of new learning and vocabulary. Children listen intently to the childminder. She consistently repeats the correct pronunciation, which contributes towards their developing speaking skills. The childminder has high expectations for the children and offers plenty of challenge in their learning. For example, young children use their developing physical skills to fit puzzle pieces into the correct spaces. The childminder makes good use of their chosen play to introduce mathematical concepts, such as shape and space. She promotes children's independence and good hygiene practice well. Children show increasing development in managing their own personal and physical needs.

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

- The childminder demonstrates a clear ambition to improve her provision. Since her last inspection, she has followed guidance from local authority early years professionals and enhanced her professional skills. Her assessments on what children can do are more precise and she plans more effectively towards children's specific needs.
- Children make good progress and develop the skills they need for future learning and moves to school.
- Children form very strong relationships with the childminder, who provides a caring, nurturing and homely environment. Children's behaviour is very good. They receive lots of praise and affection and demonstrate that they know they are valued and respected. This helps to build their emotional security and well-being effectively.
- The childminder gathers detailed information about children's routines and what they can already do when they start. She uses this information effectively to target accurate planning towards children's individual learning needs and help them to settle into her home.
- Children are physically active in their play. They show strong progress in their coordination and control of their bodies. The childminder offers lots of opportunities for children to challenge their physical skills.
- The childminder has not fully considered all ways for children to develop and use their home language in play and learning.

- The childminder does not take full advantage of opportunities to help parents to continue to extend their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder makes good use of training to update her professional knowledge. Since the last inspection, she has a better understanding of all safeguarding procedures, including the wider issues surrounding child protection. She has a good knowledge of the possible signs and symptoms of abuse. The childminder is confident about what action to take should she have a concern about a child in her care. She helps children to gain a good understanding of how to manage their own risks and keep safe. The childminder identifies hazards to children and explains them clearly. As a result, young children help to tidy up toys that could lead to a trip or fall.

## **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 develop and use their home language in play and learning
- strengthen the good range of information given to parents about children's learning experiences, to fully support a shared approach to their learning.

## Setting details

<b>Unique reference number</b>	EY218594
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10111780
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	21 May 2019

## Information about this early years setting

The childminder registered in 2001 and lives in Oxford. She offers care from 7.30am to 5pm Monday to Friday, throughout the year.

## Information about this inspection

### Inspector

Helen Harnew

### Inspection activities

- The inspector sought the views of parents through discussions and written feedback.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector saw the parts of the childminder's home that she uses when looking after children and discussed her understanding of safeguarding.

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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