

# Childminder report

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Inspection date: 1 October 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**

Children feel safe and form secure attachments with the childminder. They confidently approach her for reassurance, especially when feeling tired or hungry. The childminder is a good role model. She sets clear boundaries and gives children plenty of praise and encouragement. Children behave well.

The childminder understands how children learn and she skilfully adapts planned activities to meet their individual needs. The childminder focuses well on developing children's language development. She uses children's interests to provide challenging activities that encourage them to speak. This helps children to achieve their identified next steps in development. For example, young children begin to repeat single words and build confidence in their communication skills. Children learn to handle books with care. When the childminder reads to children, she makes good use of the different tones of her voice and acts out parts of the story to engage them even further.

The childminder takes children out regularly into the local community, where they develop their physical skills as they run and climb in the local park. They enjoy outings to farms where they learn about the natural environment. Children have good attitudes to learning and they are curious and inquisitive. For instance, they learn about why farmers use combine harvesters.

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

- The childminder is calm, caring and gentle in her approach. She interacts well with the children and shows good teaching skills. Children gain the skills and knowledge they need to support the next stage in their learning and the eventual move to school.
- Effective partnerships with parents support children's continuous care and education. The childminder holds discussions with parents to find out about children's abilities and achievements. She shares information with them regularly about children's ongoing progress. This includes a progress check for two-year-old children which helps her to identify if there are any gaps in their learning.
- The childminder encourages children to develop their mathematical understanding during their play. She supports children to count and recognise shapes. Children show perseverance as they work out how to find the correct pieces that will fit into shape sorters.
- The childminder develops good partnerships with other settings children attend. For instance, she regularly speaks to key staff and shares children's progress.
- Children benefit from the range of outings they attend in the local area and wider community. They have regular opportunities to socialise with other children and adults, which helps to support their social development well.

Children are developing a strong sense of themselves and they learn about the differences between people and their communities.

- Children enjoy a range of healthy foods at snack times and mealtimes. However, the childminder does not make the best of all opportunities to teach children about how healthy lifestyles and good hygiene practice can contribute to good health and well-being.
- The childminder completes mandatory training and is taking steps to develop her provision, such as networking with other childminders to share good practice.
- Since the last inspection, the childminder has made effective improvements to make her provision safer for the children. She has established better systems to help her to minimise any risks to the children. She checks her home prior to their arrival, to ensure that hazards are identified promptly.
- Overall, the childminder promotes children's independence well. However, at times she intervenes too quickly to help children with tasks they are able to manage independently, such as feeding themselves.
- The childminder has a well-designed curriculum that gives children the cultural capital they need to support their next stages in learning. For instance, she gains a strong insight into what children can do and plans exciting experiences to continue to enhance their outcomes further.
- Children who speak English as an additional language have lots of opportunities to celebrate and use their home languages in the childminder's care. The childminder encourages families to share important words that can help children to communicate effectively. She celebrates languages through age-appropriate activities, such as songs and stories.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms that may indicate a child is being abused. She understands the procedures to follow should she have concerns about the welfare of a child. Following the last inspection, the childminder conducts more regular research and training. This helps to ensure she is up to date with the local safeguarding requirements. The childminder is aware of her responsibilities should an allegation be made against herself or any member of her household.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- increase opportunities for children to learn about how healthy lifestyles and good hygiene can contribute to their health and well-being
- provide further support and encouragement for all children to attempt more tasks independently and enhance their already good self-care skills.

## Setting details

<b>Unique reference number</b>	EY423093
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10114140
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	17 June 2019

## Information about this early years setting

The childminder registered in 2011. She lives in Berinsfield, Oxfordshire. She provides care during weekdays from 7am until 7pm and operates her service for most of the year. The childminder has an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Helen Harnew

### Inspection activities

- During a learning walk, the inspector and the childminder discussed the quality of teaching, as well as children's learning and development.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views of parents from written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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