

# Childminder report

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Inspection date: 16 October 2019

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<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and settled in the well-resourced and welcoming environment. They feel and are kept safe. The childminder and her co-childminder work well together, sharing their skills and experiences to provide the best possible service for children. Children build secure attachments with the childminder and her assistant. Children are keen to learn and behave well.

The childminder's close links with children's parents help to ensure that children's individual needs are met. The childminder is well-qualified and has high expectations for every child. Children experience a rich curriculum, exciting toys and play activities. Children develop their confidence in choosing activities and build their speaking skills well. The childminder skilfully models language as she plays alongside children. For instance, she introduces new vocabulary as children engage in pretend shopping play with their dolls.

Children quickly copy the words they hear and include them in their play. However, sometimes, the childminder does not provide enough opportunities for children to understand and recognise numerals. Children have ample opportunities to widen their experience, for example during visits to toddler groups and walks in the local community. The childminder provides interesting books. However, she does not teach sounds and letters enough.

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

- The childminder and her assistant have high aspirations for children. They ensure that children have a range of interesting play experiences. Relationships are a strength of the provision. The childminder and her co-childminder model friendly and cooperative working. They see the children as unique individuals and treat them equally.
- The childminder and her assistant manage children's behaviour well. They consistently promote good manners and remind children about sharing toys and taking turns. Children show they feel happy and safe in their care. Children are willing to help. They are polite and well mannered and display good behaviour. They show good levels of independence through daily routines, such as tidying up and helping at lunchtimes. They gain the key skills that prepare them for future success.
- The childminder supports children's emerging communication and language skills effectively. For example, she sings action songs and repeats singing and dancing action words. The childminder and her assistant help children to learn about the world around them. For example, when children spot a tall crane on the skyline, the childminder takes the children to see the crane. In the setting, she provides toy builders' machines for children's sand play and encourages them to talk

about how they work.

- Overall, the childminder supports children's understanding of mathematics effectively. For example, as children engage in conversation at lunchtime, the childminder involves them in counting their strawberries. However, she does not consistently help children to understand and recognise numerals.
- The childminder maximises children's enjoyment of stories. Children can readily access books independently. Books are available in the outside playhouse as well as indoors. Children have regular opportunities for reading with the childminder and her assistant. Books match children's different interests and levels. Children are beginning to recognise key words, such as their names. However, the childminder and her assistant do not introduce sounds and letters to older children so well.
- The childminder and her assistant build effective partnerships with parents and other early years professionals. The childminder uses her careful checks on children's progress with them to help plan for children's next steps. They successfully work together to meet children's needs.
- The childminder prioritises the well-being and development of her assistant. The assistant has grown in confidence under the caring direction of the childminder. As a result, children have a wide range of enriched experiences.
- The well-qualified childminder, her assistant and her co-childminder are keen to develop their service. They attend regular training. They work together to evaluate and improve provision and children's outcomes. For example, they have reorganised the outdoor area to increase opportunities for children to be physically active during their play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have undertaken training in child protection and wider safeguarding issues. They both have a secure knowledge of the signs and symptoms of child abuse. They know the correct procedures to follow if they have a concern about a child's welfare. As a result, children are safe in the care of the childminder and her assistant. The childminder ensures that her home is a safe and secure environment by completing daily risk assessments. This helps to ensure children's health and safety.

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

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

- build on children's recognition and understanding of numerals to extend their mathematical development
- develop a clear approach to helping children to increase their understanding of sounds and letters.

## Setting details

<b>Unique reference number</b>	EY468504
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10108869
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 June 2014

## Information about this early years setting

The childminder registered in 2013 and lives in Abingdon in Oxfordshire. She provides care from 8am to 3.30pm, Monday to Thursday, and from 8am to 12pm on Friday. She works all year round except for bank holidays and family holidays. The childminder works with another registered childminder and an assistant at her address. The childminder holds a relevant early years qualification at level 4.

## Information about this inspection

### Inspector

Eileen Chadwick

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a learning walk and a joint evaluation of an activity with the inspector.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector looked at the premises and at the resources used by the children.
- The childminder discussed her self-evaluation and how she makes ongoing improvement in her setting.

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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