

# Childminder report

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Inspection date: 4 November 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the childminder's care and she manages their behaviour appropriately. The childminder provides a language-rich environment for children. She interacts skilfully and enthusiastically to help build children's understanding and speech. Consequently, children are making good progress in their language acquisition. The childminder focuses on this in her practice and provides many opportunities for children to hear language and to learn new words. For example, she uses songs and rhymes and young children cuddle in as they listen to their favourite books.

The childminder takes children on regular outings in the local community. For example, children enjoy visits to local farms and take bus trips into the local town. These outings help children to gain an understanding of the wider world. Children benefit from walks to local parks where they access large play apparatus. They develop an understanding of how to keep themselves safe, such as negotiating their way safely over play equipment. In addition, they learn about what to do in the event of a fire and about road safety.

The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. For example, she talks to the children about size, colour and shape. She helps them to count with confidence during routine times, such as counting the number of strawberries at snack time.

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

- The childminder and her assistant work effectively as a team. They review their practice daily. The childminder regularly shares her policies and procedures to ensure that her assistant has a good knowledge of her role. The childminder implements a training programme effectively for herself and her assistant, to continually improve their skills.
- Parents are complimentary about the service the childminder provides. They feel that they are kept well informed about their children's learning and how to improve this further at home. However, the childminder has not built effective relationships, with professionals at other settings children attend, to share relevant information to support a consistent approach to children's learning.
- The childminder encourages children to complete tasks for themselves and to try again if they do not succeed. This helps children to become independent and resilient, and they are confident learners. They also begin to manage their own self-care needs and learn about responsibility, for example by helping to tidy away activities and set the table for snack. This helps to prepare them for when they move on to school.
- The childminder carries out daily risk assessments to ensure that her home is

safe and secure. This helps keep children safe.

- Children participate in good hygiene practices. For instance, they wash their hands with good support and guidance from the childminder.
- The childminder provides nutritious snacks and supports parents in providing healthy packed lunches. She works in partnership with parents effectively to support children's continuing good health and emerging personal care needs.
- The childminder uses her observations and assessments of children's development to plan activities that support them to reach the next steps in their learning. However, the organisation of some activities means that the childminder does not consistently challenge children's learning to help them achieve as much as possible in their learning.
- Children build secure attachments with the childminder. This ensures that they feel safe, secure and happy in her care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of the procedures to follow in the event of child protection concerns. They understand their responsibility to refer any such concerns to the appropriate professionals. The childminder and her assistant complete safeguarding training regularly to help them keep up to date with current safeguarding requirements and statutory duties. This includes the 'Prevent' duty. The childminder is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder regularly tests her assistant's safeguarding knowledge and understanding through spot checks and quizzes.

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

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

- sharpen the planning of the activities to fully support and challenge children's choice of learning at all times
- build on relationships with professionals at other settings children attend to provide continuity in their learning.

## Setting details

<b>Unique reference number</b>	EY550708
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10127530
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Witney, in Oxfordshire. The childminder offers full-time care Monday to Thursday throughout the year, including out-of-school care. She holds a recognised early years qualification at level 4. The childminder sometimes works with an assistant.

## Information about this inspection

### Inspector

Amanda Perkin

### Inspection activities

- The inspector observed the quality of teaching during experiences indoors and assessed the impact this has on children's learning.
- Parents provided written feedback, which the inspector took into account.
- The inspector and childminder completed a learning walk to discuss the organisation of the provision and the curriculum focus.
- The inspector spoke to the childminder and children throughout the inspection.
- The childminder and the inspector carried out a joint observation.
- The childminder provided a sample of documentation, including evidence of her and her assistant's suitability to work with children and evidence of professional development.

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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