

Childminder report

Inspection date: 4 November 2019

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

The provision is good

Children are happy and settled. They develop warm bonds with the childminder and show that they feel safe and secure. They show a positive attitude towards their learning and that they are developing well into inquisitive learners. They move confidently around the childminder's home, choosing from the wide range of safe and interesting toys and resources.

Children learn about acceptable behaviour. The childminder is calm, clear and encouraging when children are learning how to play cooperatively. Children show that they trust and respect the childminder. They listen to what she says and respond positively to the praise and encouragement she gives them as they learn to share and take turns.

The childminder works closely with parents to meet children's care needs and to help with toilet-training. She recognises the importance of children becoming more independent with other self-help skills before they start nursery or school. However, sometimes she completes tasks for children rather than supporting them to try to do so for themselves.

The childminder recognises the importance of good speaking and listening skills to children's overall development. She provides children with lots of opportunities to listen to stories and sing songs. She models words and sentences clearly. However, at times, she does not leave enough time for children to share their thoughts and reply to her questions.

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

- There are warm and respectful relationships between parents and the childminder. Many parents send their children to the childminder following the personal recommendation of friends or family. Parents report very favourably about the childminder's services and the good progress their children make in her care. The childminder provides parents with regular feedback about children's progress and interests, and makes suggestions about how they could support further learning at home. For example, she recommends books to read with children who are learning English as an additional language.
- The childminder has a very inclusive approach. She finds out about special celebrations in children's lives and incorporates these into her planned activities. All children benefit from learning about the similarities and differences between themselves and others.
- The childminder identifies clear next steps for children's learning. She places a high priority on developing children's vocabulary and interest in books and reading. Children enjoy snuggling in with the childminder to look at pictures and

listen to favourite stories. The childminder reads clearly and points out illustrations that children find interesting. Children then choose to look at books independently. They turn the pages and copy the expressive voice they have heard the childminder using.

- Children enjoy their play and learning. They are curious about the world around them and interested in finding things out and exploring the environment. For example, they enjoy looking for worms outside and finding out how a water feature works. The childminder encourages this explorative approach to learning. However, sometimes she does not give children enough opportunities to work things out for themselves or answer her questions. For example, the childminder made the choices about where to look for worms. Although she asked children lots of questions about what they saw, she did not give them enough time to think about their responses.
- There are opportunities for children to be independent. For example, they wash their hands before meals and feed themselves. Some children are keen to carry out tasks for themselves, such as when getting ready to go outside to play. However, some children are more reluctant to do so and the childminder is quite quick to put on children's coats and shoes for them. She does not make the best use of these times to teach children how to do this for themselves, to further foster these children's independence.
- The childminder ensures that children have daily opportunities to be physically active, for example when playing in the garden or joining in with the actions to songs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She has a secure understanding of the signs of potential abuse or harm. She is confident about the procedures to follow if she has any concerns about a child's safety or welfare. She regularly updates her safeguarding training and has a wide range of relevant documents to which she can refer for further information if needed. She promotes children's safety well. For example, she ensures her home is safe and secure and closely supervises children at all times.

What does the setting need to do to improve?

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

- develop more-effective strategies to encourage and teach older children to become increasingly independent in managing age-appropriate self-help skills
- provide children with more opportunities to solve problems and share their ideas and thoughts, to develop their thinking and communication skills further.

Setting details

Unique reference number	133559
Local authority	Oxfordshire
Inspection number	10108478
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2015

Information about this early years setting

The childminder registered in 1995 and lives in Banbury, Oxfordshire. She offers care all day Monday to Thursday throughout the year. She also offers care on Fridays on an occasional basis.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how she organises her provision.
- Parents shared their views through written feedback, and the inspector took these into account.
- The inspector observed children's play and learning and evaluated an activity with the childminder.
- The inspector talked to children and the childminder at convenient times during the inspection.

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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