

# Childminder report

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Inspection date:

6 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

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

### The provision is good

The childminder provides a home-from-home setting where children are happy and grow in confidence. She encourages children to be polite and respectful in their interactions and to use good manners. For example, children thank the childminder when she serves their snack. Children form secure attachments with the childminder. They behave very well and the childminder praises their efforts, building on their self-esteem.

Children are very happy in the childminder's care and they enjoy spending time together. Children lead their own play and become absorbed in imaginative activities. For example, they feed the pretend baby cereal for breakfast and give her an injection with the pretend syringe to make her better. The childminder provides many resources that children access freely. They know what toys they want to use and where to find them. This helps children to gain good independence.

Children show a love of books. The childminder reads stories in a lively way to encourage children's interest in books and develop their enjoyment of reading. Children enjoy snuggling up to the childminder while she reads stories. They join in with familiar phrases they know and they enjoy choosing another book and are eager to share it with the childminder. Children begin to understand early mathematical concepts and learn to count in sequence. They begin to recognise different colours as the childminder repeats 'red bus' and 'yellow car'.

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

- The childminder is loving and caring towards the children. They enjoy her cuddles, comfort and reassurance. She treats them with kindness and respect. This encourages children to behave well and show mutual affection for others.
- The childminder's good working partnerships with parents and other settings promote continuity of care. Parents speak warmly of the support and high-quality care they and their children receive. For example, parents write the childminder is, 'unfailingly reliable, trustworthy, honest, flexible and most importantly kind and caring'.
- Children attend local drop-in groups and regular sessions at the local library. They learn to play in and among larger groups of children. Their social skills are supported and the childminder nurtures children's emotional well-being and confidence.
- The childminder has a good understanding of the need to maintain her professional development. The childminder meets with other childminders to share good practice, as well as accessing childminding forums. She attends training to develop her knowledge and skills. This helps to contribute to the

good learning environment that children benefit from and their ongoing good progress.

- Children gain the skills they need for their future education and learning. They become independent as they learn how to put their coats and shoes on. Children begin to understand how to keep themselves healthy. For instance, children understand about good hygiene practices, such as washing their hands before eating.
- The childminder is passionate and committed to her role. She uses self-evaluation to reflect on her provision and seeks parents' and children's views to strengthen her service.
- The childminder provides children with rich educational experiences across all areas of the curriculum, both inside and outside. The well-planned activities she offers allow children to be consistently engaged in playing and learning.
- The childminder is effective at supporting children's early communication and language skills. She consistently models clear language when talking to the children. The childminder uses words and picture books and sings familiar nursery rhymes with the children to encourage their speech and vocabulary. However, at times, she asks lots of questions to encourage children to recall facts, and less attention is paid to expanding on their thoughts and ideas to promote their thinking skills.
- The childminder carries out daily risk assessments to ensure that her home is safe and secure. This helps keep children safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge fully up to date by regularly attending training. She knows the signs to look out for which indicate a child may be at risk of harm, including neglect and extremism. The childminder understands the need to report any such concerns and has clear procedures to do so. This includes any allegations that are made against her or a household member. The childminder implements a range of policies, documents and records that help to safeguard children.

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

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

- increase opportunities to broaden children's thinking skills, promoting their ideas, views and opinions.

## Setting details

<b>Unique reference number</b>	134137
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065505
<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>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	18 January 2016

## Information about this early years setting

The childminder registered in 1993. She provides care in the Oxford area. She offers flexible hours for care from Monday to Thursday, including school holidays.

## Information about this inspection

### Inspector

Amanda Perkin

### Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and personal development.
- A sample of documentation was viewed by the inspector, including safeguarding policies and procedures.
- The inspector discussed with the childminder how she evaluates her provision to bring about improvements, and viewed parents' feedback.

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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