

Childminder report

Inspection date: 10 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle happily in the childminder's home-from-home environment. They form close relationships with the childminder and other children. The childminder makes good use of the space available to provide a stimulating curriculum for children's learning experiences. Young children make choices about what to play with and they help themselves to the resources stored at their level. They play happily alongside one another. The childminder plans activities based on the children's interests and engages well with them during their play. Children make good progress in their physical development. For example, they dance, climb and slide at apparatus at the park. They also enjoy walks in the local community. The childminder helps young children to develop an understanding of how to keep themselves safe from relevant risks, such as road safety.

Young children learn how to manage their behaviour with the childminder's positive support and guidance. She encourages children to behave well, accept and respect others through her interaction and the experiences she offers them. Children learn good manners and the childminder gently reminds them to use 'please' and 'thank you'. She offers praise and encouragement to acknowledge their achievements, which helps them to develop confidence and persistence during activities. The childminder enables children to take reasonable risks as part of their development, to help keep them safe and secure.

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

- The childminder is committed to her ongoing professional development and she puts the children at the heart of her provision. She attends various training courses and works with other early years professionals to build on her existing good knowledge and skills.
- Partnerships with parents are good. Effective two-way communication keeps everyone up to date about the children's individual needs. Comments from parents indicate that they are very pleased with the childminding service they receive. The childminder offers advice and support about children's care needs. However, she does not consistently share ideas with parents to further extend children's learning at home.
- Children make good progress from their starting points and gain knowledge and skills for the next stage in their education. The childminder closely monitors their progress and, if necessary, provides activities to help children catch up in their learning.
- The childminder encourages children to develop mathematical and problem-solving skills. For example, they talk about number, colour and size, and persist as they use glue sticks and separate stickers when creating a card.
- Children have good opportunities to build on their imaginative and creative skills.

They have fun dressing up, playing with tea-sets, dolls and cars, and enjoy painting. Children learn through using their senses, such as feeling the different textures of paint, rice and dough.

- Children have good opportunities to learn about the world they live in. For example, they taste foods from around the world. They enjoy outings to the library, parks and pet shops where they learn about reptiles, such as snakes and lizards. The childminder does not fully plan challenging outdoor learning opportunities for those who learn best outdoors, to build on their exploration, thoughts and ideas.
- The childminder successfully supports children's communication and language. This is demonstrated when she clearly models language and gives children time to think and respond to questions. Young children thoroughly enjoy action songs and rhymes. They sing spontaneously and show a keen interest in books. Children develop good literacy skills. They practise early writing, for example, with paintbrushes and pencils. Babies enjoy making marks with their fingers and different objects, such as dough cutters.
- The childminder teaches young children the importance of good hygiene practices and encourages their independence. For example, they wash their hands before feeding themselves. The childminder talks to the children about good foods to eat and she provides games to further their understanding of healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an especially keen interest in child protection. She has a good understanding of locally agreed arrangements for safeguarding children. The childminder is fully aware of what she must report in relation to child abuse and neglect. She gains knowledge and understanding of different safeguarding issues to safeguard children, including, for instance, cross-county boundary issues. She knows how to make a referral to the relevant agencies if she has a concern about a child's welfare. The childminder monitors possible risks across the environments children use. For example, she has safety gates to prevent children accessing the kitchen unsupervised.

What does the setting need to do to improve?

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

- make better use of the trusting partnerships with parents, to complement and extend the children's learning at home
- plan further learning opportunities to meet the needs of children who prefer to learn outdoors.

Setting details

Unique reference number	EY403922
Local authority	Oxfordshire
Inspection number	10113766
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Banbury, Oxfordshire. She operates Monday to Thursday from 7am to 5.30pm, during term time

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- The childminder and the inspector completed a learning walk to identify how the childminder plans and implements her educational provision.
- The inspector held discussions with the childminder and children at appropriate times.
- A joint observation was carried out by the childminder and the inspector.
- The inspector discussed the children's progress and sampled the childminder's policies and procedures.
- The inspector took account of the written views of parents.

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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