

# Childminder report

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Inspection date: 7 January 2020

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

### The provision is good

Children enjoy the time they spend with the childminder, who provides a welcoming, homely and safe environment. They are happy and secure in her care and develop close relationships with her. Children welcome the childminder into their play and laugh readily. They follow the childminder's safety advice. They listen when she reminds them to be careful with resources during their play. For example, children are reminded not to put the pasta they are using for their play into their mouths. Children are enthusiastic about the activities on offer. These activities are based on the childminder's knowledge of children's individual interests.

Children are happy in the childminder's care. The childminder recognises that sometimes children are shy around strangers and supports them by providing reassurance. The childminder provides good opportunities for promoting children's early literacy development. Children eagerly access a wide selection of books. They cuddle up to the childminder and engage in listening to her read stories. She successfully supports their language development by repeating words and modelling language.

Children's imaginative play is supported well through role play. The children particularly enjoy playing with domestic play resources. Young children pretend to cook. Their speaking skills are developing well, and they say 'hot' as they heat up the pasta in the pretend microwave oven and make the pretend cups of tea.

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

- The childminder adopts effective teaching strategies for supporting young children's emerging speaking skills. For example, the childminder develops children's vocabulary well. She speaks clearly and listens intently to children. The childminder sees herself as a role model for children. She ensures she accentuates the sounds in words and uses the correct pronunciation.
- Children enjoy a wide range of experiences that help them to learn about the world around them and different people. For example, children learn about a variety of festivals and celebrations. They attend regular groups, visit local attractions and enjoy walks in the local community.
- The childminder has high expectations for children's behaviour. She provides gentle reminders of what is expected. This helps children to develop a sense of right and wrong.
- Relationships with parents are good. The childminder keeps parents informed about their child's day and what they are learning. Parents are happy with the care and education the childminder provides and speak highly about the childminder and her setting. 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 regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending regular training and regularly meets with other childminders. She uses knowledge gained from training to influence her practice.
- Children have opportunities to practise their early mathematical skills. They regularly use mathematical language, such as 'full' and 'empty', and match and sort colours. However, the childminder sometimes misses opportunities to develop their skills in counting.
- Children regularly visit local parks, play in the garden and visit soft-play areas. This helps to develop their physical skills. Furthermore, children meet with other childminders and their minded children. This helps children to gain confidence and develop good social skills. Children's behaviour is good, and their confidence and self-esteem are high.
- The childminder follows children's home routines for sleeping and eating. She is flexible in her approach, ensuring that children's needs are met. The childminder is in tune with children's changing moods, recognising when they become tired and cuddling them as they start to wind down ready for sleeping.
- Children participate in good hygiene practices. For instance, they wash their hands, with good support and guidance from the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection issues very well. She attends regular safeguarding training to keep her knowledge updated and knows how to report any child welfare concerns to the relevant professionals. For example, the childminder has broadened her understanding of wider safeguarding issues, such as protecting children from extreme views and behaviours. In addition, she has attended training to update her knowledge around the indicators of female genital mutilation. The childminder understands the need to report any such concerns and has clear procedures to do so. She 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:**

- build on relationships with professionals at other settings children attend to provide continuity in children's learning
- provide even more opportunities for children to develop their counting skills.

## Setting details

<b>Unique reference number</b>	134188
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065506
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

The childminder registered in 1997. She lives in the Marston area of Oxford. The childminder offers full-time care, all year round.

## Information about this inspection

### Inspector

Amanda Perkin

### Inspection activities

- A learning walk was undertaken with the childminder to discuss activities and intentions for children's learning.
- The inspector observed children's learning activities and assessed the impact this has on their development.
- Throughout the inspection, the inspector talked to the childminder and children at suitable times.
- The inspector read through questionnaires completed by parents and took account of their views.
- The inspector looked at required documentation, including evidence of the suitability of the childminder.

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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