

# Childminder report

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Inspection date: 8 January 2020

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| <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 warm, caring and safe environment. The childminder finds out about children's routines, interests and abilities from discussions with parents before children start. She uses this information effectively to plan for children's individual learning and has high expectations for every child. All children make good progress in their learning and development.

Children enjoy singing their favourite nursery rhymes and copying the actions. The childminder continually talks to the children, describing what they are doing, and introduces new words to help increase their vocabulary. This supports children's communication and language skills well, particularly for those who speak English as an additional language. The childminder sings and speaks to children in several languages, such as Polish, French and English, to help to develop children's understanding of each other's home languages.

Children learn to behave well and respond attentively. The childminder is skilled at helping children to take turns. She has a calm approach and clearly explains to children how to share, using age-appropriate language. The childminder provides children with reassurance and a good range of activities that meet their interests. Children demonstrate a positive attitude to learning, and they have good levels of self-esteem. This is demonstrated when the childminder provides plenty of encouragement and support when children try hard to use rolling pins to flatten play dough. Children persevere until they succeed and demonstrate pride in their achievements.

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

- The childminder is a good role model who is nurturing and supportive. She treats children with kindness and respect and helps them to value the differing needs of their friends. Children's emotional needs are met well.
- The childminder builds good relationships with parents. She keeps in regular contact with parents throughout the day and shares photographs and observations of children's activities. Parents describe her as 'kind and caring' and make positive comments about their children's good progress in learning since starting. For instance, parents comment that their children have made 'fantastic progress in their communication and language skills'.
- Children are developing their mathematical skills well. They have regular opportunities to learn about numbers and shapes through play. This is demonstrated by children counting up to ten during group games and when they recognise numbers and shapes that they make with play dough.
- Children learn about healthy lifestyles and how this affects their bodies. For

example, they know and understand about germs and the importance of washing their hands at appropriate times.

- The childminder provides exciting learning experiences to help to build on children's knowledge. She takes children to visit various people and places within the community to help give them a sense of belonging. For instance, children learn how a dentist looks after teeth and how a vet cares for pets. They enjoy learning about animals and their habitats and go on nature walks and trips to local farms.
- The childminder supports children's imagination well. For example, she engages in pretend play with the children and models how to care for babies, using dolls. Children show excitement when they pretend that a doll's nappy needs changing, and the childminder models how to change a nappy. Children play alongside each other cooperatively.
- The childminder supports children to develop their literacy skills. For instance, she encourages them to use pens and paper to make marks, and she shares plenty of books with the children.
- Overall, the childminder schedules in many opportunities for children to get plenty of fresh air and exercise. For example, they visit local parks where they can use the challenging play equipment to develop their balance and coordination skills. While children are keen to learn inside, there are occasions when they lose interest and ask regularly to play outdoors. However, the childminder does not make the best of this chance to follow children's preference in learning environments and further extend their learning opportunities outdoors.
- The childminder evaluates her provision well and includes the views and suggestions of parents and children. However, she does not always target her professional development highly to extend her knowledge on any changes for early years and develop an expert knowledge of teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder encourages children to keep safe within the environment, for instance by tidying toys away and sitting down when eating. Safety gates are in place to prevent children from accessing the kitchen area, and the premises are secure.

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

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

- review children's access to learning opportunities outdoors to promote their engagement in sustained and challenging learning experiences
- strengthen the professional development programme to raise knowledge and skills to the highest levels.

## Setting details

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|------------------------------------|---|
| <b>Unique reference number</b>     | EY440176  |
| <b>Local authority</b>             | Oxfordshire   |
| <b>Inspection number</b>           | 10065486  |
| <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 2  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Date of previous inspection</b> | 15 September 2015   |

## Information about this early years setting

The childminder registered in 2011, and she lives in Abingdon, Oxfordshire. She operates Monday to Friday, from 8.45am to 5.30pm, all year round.

## Information about this inspection

### Inspector

Helen Harnew

### Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector looked at a sample of the childminder's documentation, including policies and procedures and training certificates.
- The inspector talked to children at appropriate times during the inspection.
- The inspector took account of parents' views through written testimonials and 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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