

# Childminder report

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Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and settled in the childminder's home-from-home setting. They are very comfortable and relaxed in her warm, welcoming care. Children behave very well and show they feel safe. They confidently select activities from the well-resourced playroom. The childminder organises the equipment effectively to encourage children's independence. Children also spend a lot of time playing and learning outside. The childminder takes children to places of interest in the local community to help them to develop their creative, physical and social skills. These include visits to toddler groups and music groups as well as trips to the library and parks.

The childminder knows the children well. She checks children's abilities and builds on what they can do. She has high but realistic expectations for them. Children are making good progress in their physical, social and communication skills. The childminder engages them in meaningful conversations and they develop good levels of understanding. The childminder nurtures children's interest in books. They greatly enjoy listening to stories and acting them out. She reads stories in a bright and engaging way that engages children's concentration. Children choose books independently and handle them with care. They enjoy making predictions of what will happen next.

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

- The childminder develops strong emotional bonds with children and is caring and attentive to their needs. They thoroughly enjoy the childminder's company and are eager for her to join in their play. She is calm and caring, which has a positive impact on children. They are well looked after and kept safe. They behave very well.
- The childminder knows the children well and understands how they learn. She makes regular assessments of what children know and can do and recognises any gaps in their development. She acts swiftly to tailor play experiences to further support children's learning in these areas. Overall, children make good progress in their learning.
- The childminder incorporates children's interests well into her planning. For example, during icy weather, she reads 'icy' stories, which deepens children's interest in reading as well as in the changing seasons. She furthers their curiosity as she encourages them to investigate how ice changes to water in their warm hands. She provides an abundance of sensory materials for children to explore and create with, such as sand, water, modelling dough, paint and chalk.
- The childminder provides many worthwhile opportunities for children to develop their physical skills. For instance, she takes children to toddler physical play

groups and to parks. They also have very good opportunities for climbing, balancing and challenging their physical skills in her very well-equipped garden.

- The childminder provides enjoyable activities for children to help them to learn through play. She plays alongside them and extends their play, such as during imaginative activities in the toy kitchen. For instance, she introduces new vocabulary as she shows them different toy foods for creating meals to celebrate Chinese New Year. She asks questions about what the children are doing. However, the childminder sometimes provides children with an answer before giving them time to think through their response to the question posed.
- Partnerships with parents are effective. The childminder has worked hard to develop a collaborative approach to children's care and learning. Parents are kept well informed about their children's progress and care. They comment positively on her service and how much their children enjoy attending.
- Children progress well in early mathematics and are learning to count. They enjoy singing along to mathematical rhymes and using their fingers for counting. Children are learning to recognise letters and can say some simple sounds, for example, as they find letters hidden in the sand tray. However, the childminder does not always teach children to pronounce sounds accurately.
- The childminder reflects on her practice and is committed to her professional development. She ensures she keeps up to date with changes in legislation through reading, attending training and sharing good practice with other childminders.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs to be concerned about in relation to child protection and wider safeguarding matters. She regularly attends safeguarding training. She knows who to contact if she has any concerns about a child's welfare or if there is an issue with a member of the household. The childminder carries out comprehensive risk assessments to ensure children are able to play in a safe and secure environment indoors and outside. She always keeps her dogs separate from children to help ensure their safety.

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

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

- give children more time to think through their thoughts and answer questions before offering suggestions
- ensure children are consistently taught how to pronounce letter sounds correctly to support their early language and reading skills.

## Setting details

<b>Unique reference number</b>	EY547781
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10106957
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder re-registered in 2017 and lives in Wantage, Oxfordshire. She operates all year round from 7.45am to 6pm, Monday to Friday. The childminder has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Eileen Chadwick

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A tour of the setting was conducted to discuss the organisation of resources and the curriculum provided.
- A number of discussions were held with the childminder, and children were spoken to during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Parents' written views were taken account of.

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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