

# Childminder report

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Inspection date: 27 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children develop positive attachments with the childminder and her assistant. They are happy and safe in the childminder's home. This is demonstrated when young children begin to explore the playroom. They pull themselves up to standing to look at their surroundings and crawl back to the childminder's assistant for cuddles and reassurance.

Children behave well. They listen and respond promptly to instructions, such as for playing in the garden. They have positive attitudes to learning. This is illustrated by their high levels of engagement in imaginary play. For instance, children introduce storylines into their play. They dress up as chefs and make 'food' for visitors. At times, they become absorbed in their learning, staying in role and checking to see if anyone requires any 'food' throughout the day.

Children settle well in the childminder's home. They benefit from strong parental partnerships. For example, the childminder, her assistant and parents share information about children's routines. This helps the childminder to meet children's needs successfully. However, the childminder has not fully explored how to promote partnerships with other settings that children attend, to help promote consistency in children's learning and development.

The childminder and her assistant share high expectations for children's learning and development. However, they have not fully considered how to organise toys and resources more effectively, to enable children to make more independent choices in their play.

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

- The childminder understands her responsibility to ensure that her assistant keeps their safeguarding knowledge up to date. For instance, she ensures that they complete regular training and are aware of local multi-agency safeguarding arrangements. However, she has not fully considered how she can support and coach her assistant to improve their practice. For example, she does not reflect on how to help them to improve their subject knowledge and skills over time.
- The childminder and her assistant are positive role models. They support children's behaviour well. For instance, they consistently communicate high expectations for children's behaviour. They promptly explain to children why rules are in place and the impact of their choices on others. This helps children to develop a strong sense of right and wrong.
- Children develop a love of books. The childminder and her assistant read stories to children regularly during their day, such as before sleep time. Young children sit beside the childminder and crawl excitedly to sit on her knee to look at

pictures as she reads stories to them.

- Children are enthusiastic learners. They enjoy a wide range of learning opportunities that the childminder and her assistant plan to help to enrich the curriculum. For instance, children enjoy outings on the train. They explore their local area, building wigwams with sticks and learning how to fly kites in the fields. However, the childminder and her assistant have not fully considered how to organise toys and resources in their own environment to support children's learning more effectively. For instance, the childminder stores many toys and resources out of sight and out of reach. This does not fully promote opportunities for children to make independent choices in their play.
- Parents are overwhelmingly positive about the care that their children receive. The childminder and her assistant develop positive partnerships with them. For example, the childminder shares information with parents regularly about their children's learning and development. She offers suggestions of how parents can support their children's learning at home, such as when they begin to learn the letters in their name. However, the childminder has not reflected on how she can develop positive partnerships with other settings that children attend. For instance, after initial contact with another setting was unsuccessful, the childminder did not consider different ways to develop links with them. This does not help her to fully promote a consistent approach to children's learning and development.
- The childminder and her assistant support children's care needs well. For instance, they talk to parents about children's changing health and self-care needs, such as when children show signs that they are ready for toilet training. The childminder and her assistant provide plenty of support and encouragement and children are overjoyed when they use the toilet on their own.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of how to keep children safe. They have a secure knowledge of the signs and symptoms that may indicate that children are at risk of harm, including from radical and extreme views or behaviours. The childminder and her assistant are aware of local multi-agency safeguarding arrangements should they have a concern about children's welfare. They have a good understanding of whistle-blowing procedures and what to do in the event of an allegation being made.

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

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

- support and coach the assistant more effectively in their role to help to continually improve their practice

- review the organisation of toys and resources in the environment to help children to be able to make independent choices in their learning
- strengthen relationships with other settings that children attend to promote continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY249147
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10136994
<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>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 January 2016

## Information about this early years setting

The childminder registered in 2003. She lives in Crowell, near Chinnor, Oxfordshire. The childminder operates Monday to Friday, 7.30am to 6.30pm, all year round. The childminder holds a recognised qualification at level 3. She regularly works with an assistant.

## Information about this inspection

### Inspector

Lisa Dailey

### Inspection activities

- The inspector went on a learning walk with the childminder.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder and her assistant at relevant points during the inspection. She looked at evidence demonstrating the suitability of persons living in the household.
- The inspector considered the written views of parents.
- The inspector spoke to children and considered their views.

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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