

# Childminder report

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Inspection date: 5 February 2020

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<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**

The childminder plans her curriculum well to meet the individual learning needs of children. She focuses her teaching effectively on helping children gain the skills she has identified they need to develop next. She has a strong focus on supporting children's language skills. Children thoroughly enjoy the regular opportunities to learn the words and actions to songs and to look at books. Children benefit from good-quality teaching across the curriculum. For example, the childminder makes good use of opportunities to teach children about numbers and colours, adapting her teaching well to the different ages and abilities of the children she looks after.

Children behave very well. They listen to what the childminder asks them to do and enjoy helping with age-appropriate tasks, such as tidying up toys or choosing books. They are keen to learn and join in enthusiastically with activities. They are also confident to express their own opinions. For example, children politely ask the childminder if they can do some threading before singing time. The childminder respects their views and adapts her plans accordingly. Children show that they feel confident, welcome and safe in the childminder's home. They approach the childminder for cuddles and choose to sit on her knee when listening to stories. Older children are confident to use the toilet and wash their hands independently. The childminder encourages this independence, while also ensuring she can supervise closely enough to keep children safe.

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

- The childminder monitors children's development regularly. She has reviewed her assessment arrangements to ensure that any written records are not overly burdensome and are useful in helping her assess progress. She uses this information to plan clearly and precisely how she is going to support the next steps in each child's learning.
- The childminder knows how to deliver teaching that builds well on children's developing skills and understanding. For example, she recognises that before children can count they need to learn to recite numbers in order. She then focuses on this skill first. She understands that children need lots of opportunities to practise skills in order to remember long term what they have been taught. For example, she regularly introduces opportunities for children to hear her recite numbers through the day and she encourages children to join in.
- Children show they are developing a love of books and stories. They are enthusiastic when the childminder tells them she is going to read to them. Children listen intently, and when the first story ends, choose other books to look at with the childminder. There is no rush to move on to other activities because the childminder recognises the value of good-quality story times in helping children develop their vocabulary and language skills.

- Children have daily fresh air, such as during walks to toddler groups and the library. During settled weather, the children have opportunities to play in the childminder's garden. However, the childminder does not plan as thoroughly for children's physical exercise as she does for some other aspects of their development.
- Children are keen to learn. They show curiosity in the resources the childminder makes available. For example, children concentrate well as the childminder shows them how to thread beads onto string. They listen and watch as the childminder shows them what to do and show good levels of resilience as they practise this skill. They respond well to the praise and encouragement that the childminder offers.
- The childminder meets children's care needs well. She teaches children the importance of handwashing and how to do this effectively. She organises her day so that younger children can sleep or rest when they need to. Children show trust in the childminder to care for them well.
- Parents are very happy with the service the childminder provides. They report that their children are happy and settled and that the childminder provides lots of interesting experiences and outings. The childminder keeps them well-informed about their children's day and gives them the required updates about their children's progress. However, she does not provide them with specific ideas or guidance about how to extend children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role in keeping children safe. She understands the signs that may indicate that a child is at risk of harm or neglect. She has an accurate understanding of local arrangements for sharing any concerns and the importance of doing so promptly in order to protect children. She has a good knowledge of wider safeguarding concerns, such as the risks to children from being exposed to extreme views or ideologies. She helps children to develop a positive view of diversity to help prepare them for life in modern Britain.

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

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

- provide children with more opportunities to be physically active to promote further their good health and understanding of the benefits of following a healthy and active lifestyle
- strengthen parental partnerships by providing parents with guidance and suggestions that enable them to build further on children's learning at home.

## Setting details

<b>Unique reference number</b>	EY553429
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10143685
<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>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Ambrosden, Oxfordshire. She provides care all day, Monday to Friday, throughout the year.

## Information about this inspection

### Inspector

Sarah Holley

### Inspection activities

- The childminder showed the inspector around her home and explained how she organises the provision.
- The inspector observed children and the childminder and evaluated the quality of teaching and learning.
- Parents shared their views and the inspector took these into account.
- The inspector held conversations with the childminder to find out about her knowledge of safeguarding.
- The inspector looked at relevant documentation.

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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