

Childminder report

Inspection date: 13 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder has created an environment where children feel safe and secure. Children quickly settle into her care. They are happy and excited to see her when they arrive in the morning and quickly begin playing and learning. The childminder is very nurturing and kind, and is clear about her expectations for behaviour. She provides children with consistent and clear messages about the importance of sharing, helping and considering the needs of others. She understands that children need lots of practise and support to master these skills. She is a very good role model. Children show they are developing well into considerate and helpful young people.

The childminder has high expectations for all children. She clearly identifies what each child needs to learn next. She tailors her teaching well to the individual needs of each child. For example, while supporting babies to develop the muscles and coordination they will need for crawling and walking, she also helps slightly older children to count and recognise colours.

The childminder places a strong emphasis on developing children's communication skills. She listens well to what children say, answers their questions and helps them to learn and understand new words. For example, when very young children use the word 'fish' to describe both a whale and an octopus, the childminder helps them to pronounce the correct words. She then spends time helping children to identify the features of both, so that they have the knowledge to recognise these creatures for themselves in the future.

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

- There are very warm attachments between children and the childminder. Babies look to her for reassurance when in new situations. They are quickly comforted by her gentle words, cuddles and smiles. Older children chat away about their families and homes, and climb onto the childminder's lap to look at books.
- Children are keen to learn. The childminder captures children's attention well with the range of toys and experiences she offers. By showing interest in what children do and skilfully supporting children as they play, she is able to ensure that play experiences also offer meaningful learning. For example, she builds on children's interest in small play figures to teach about counting, sorting and shapes.
- The childminder plans activities well so that children's knowledge builds over time. For example, when wanting children to learn to use musical instruments, she knows there are several steps to this process. She plans in times for children to explore the different instruments independently and also times when she can demonstrate how to use them to make specific sounds.

- The childminder understands the value to children of having regular opportunities to listen to stories, hear rhymes and sing songs. Children show that they enjoy these times. They point out and talk about the illustrations in books. They listen attentively to nursery rhymes and fill in the 'missing words' the childminder deliberately leaves out.
- The childminder shows a strong commitment to providing a high-quality service. She is committed to her role and reflects well on ways she can enhance her provision further still. However, over recent times, she has not made use of a wide range of opportunities to develop further her good teaching skills and understanding of how children learn.
- The childminder builds warm and worthwhile partnerships with parents. She diligently finds out lots of information about children's routines and skills before they start. She uses this information well to provide continuity to babies' sleep and mealtime routines and to begin planning for children's learning as soon as they start. These positive relationships have a good impact on children's health, well-being and progress.
- Children are developing a good range of self-help skills. They learn to help with tasks such as tidying up. The childminder teaches children how to blow their noses and dispose of the tissues hygienically. When the time is right, the childminder works closely with parents to support toilet training.
- The childminder provides children with lots of interactive toys to support their emerging understanding of how to use technology. However, she is less confident about introducing computers and the safe use of the internet into the curriculum. There are limited opportunities for children to explore this aspect of technology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes suitable training to help keep her safeguarding knowledge up to date. She understands her role in keeping children safe. She is able to identify the signs that a child may be at risk of harm or neglect. She knows how to share these concerns in order to keep children safe from harm. She has a good understanding of wider safeguarding issues, such as the dangers to children of being exposed to extreme ideologies. She understands her responsibility to promptly report any allegations against her or a family member should the situation ever arise.

What does the setting need to do to improve?

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

- improve opportunities for children to learn how to use technology purposefully and safely

- focus professional development more precisely on building further on existing good teaching skills.

Setting details

Unique reference number	134955
Local authority	Oxfordshire
Inspection number	10106182
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 March 2015

Information about this early years setting

The childminder registered in 2000 and lives in Banbury, Oxfordshire. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision to meet the needs of the children she cares for.
- The inspector observed the childminder and children, and evaluated the quality and effectiveness of the curriculum.
- Parents shared their views and the inspector took account of these.
- The inspector held discussions with the childminder and 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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