

Childminder report

Inspection date:

26 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in the childminder's home. They are happy, build strong attachments with the childminder and her assistant and settle quickly, following a comprehensive settling-in period. There is space for children to wander around the home safely and explore the available resources as they make choices about what they would like to play with next. This helps to support their growing independence. The childminder and her assistant are sensitive to children's individual needs and recognise quickly when young children need to eat, sleep or have a reassuring cuddle.

Children enjoy action songs, which encourage their speaking and physical skills. For example, they smile with delight as they act out the actions and re-enact the words of well-known songs and rhymes. The childminder provides a stimulating and exciting environment. This motivates children to explore and engage in the creative experiences on offer. Children focus for periods of time as they explore the range of sensory items. For example, older children explore and manipulate the lemon-scented play dough and younger children discover a range of natural resources in the treasure baskets. Children show that they are confident and comfortable in the childminder's home. They have a positive attitude towards learning and are curious.

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

- Children have very good opportunities each day to be physically active and experience the fresh air. The childminder gives extra value to providing much-needed outdoor experiences for children. For example, she plans visits to a host of interesting places, and attends local groups and parks. This significantly enhances children's good health and wider learning opportunities across all areas of the curriculum.
- The childminder and her assistant manage children's behaviour well and are calm, encouraging and positive. They are good role models. For example, they demonstrate to the children how to share equipment, promote turn taking and remind children of the rules, such as 'indoor voices please'. Children listen, respond to instructions, and are respectful and polite.
- The childminder and her assistant plan the curriculum so that it covers all areas of learning effectively. They assess children's abilities from information gathered from parents and their own observations. Overall, they plan the curriculum to support individual children's needs. However, on occasions, the childminder and her assistant do not provide further challenges to help children make the best possible progress in their learning.
- Children are well cared for. The childminder and her assistant talk to children and their parents about the benefits of healthy eating. For example, the

childminder reminds children and parents about the consequences of too much sugar and promotes the benefits of a well-balanced and healthy lunch box.

- The childminder conducts research, networks with other providers and accesses training. She meets with her assistant regularly and supervises her closely. The childminder considers the workload and well-being of her assistant carefully. However, there is scope to make better use of professional development to raise the teaching practice to the highest possible level.
- Partnership working is strong. The childminder shares detailed information with parents, professionals and other providers about children's care and learning. Parents are extremely happy with the service provided. They comment on the care and learning opportunities the childminder creates for the children in her care. Parents appreciate the childminder's advice and support on issues such as healthy eating, sleeping and toilet training. This helps to foster good continuity for children between the setting, home and other settings.
- The childminder helps children to gain good early mathematical skills. For example, younger children count to five and are beginning to recognise different shapes and use mathematical language to describe size.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well organised. She successfully implements a range of records, documents and policies that help to safeguard children and foster their welfare. The childminder and her assistant attend regular child protection training. They know how to monitor and report different types of concerns. The childminder and her assistant are confident in recognising the signs that might indicate a child is at risk of harm and the procedures to follow if they have any child protection concerns. They have a sound understanding of wider safeguarding issues, such as the risk of radicalisation and female genital mutilation. This helps to protect children from harm.

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 consistently high levels of challenge during activities to help them make rapid progress in their learning
- sharpen the focus of supervision and professional development of the childminding assistant to develop teaching practice to the highest possible level.

Setting details

Unique reference number	EY285735
Local authority	Oxfordshire
Inspection number	10137044
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 September 2015

Information about this early years setting

The childminder registered in 2004 and lives in Bicester, Oxfordshire. She operates Monday to Thursday from 7am to 6.15pm, and on Friday from 7am to 9am, all year round. The childminder works with an assistant and holds a relevant qualification at level 6.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder about the learning environment.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection about how they safeguard children, foster their physical well-being and promote learning.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.

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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