

# Childminder report

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Inspection date: 5 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

The childminder provides an exceedingly warm, welcoming and homely environment. She nurtures wonderful relationships with children and their families. Exemplary settling-in procedures help children to feel very safe and secure. The childminder goes above and beyond her role to help to ensure that all children thrive in her care. For instance, she picks families up and drives them to her home to help them to attend their settling-in visits.

Babies demonstrate a real desire to look through books and listen attentively to their favourite stories. Young children snuggle next to the childminder as she enthusiastically shares stories. The childminder uses picture clues to engage children in conversations and helps them to extend their sentences. She places a high emphasis on children's language and communication skills. For example, the childminder skilfully asks questions and introduces new words to increase children's vocabulary.

Children have an excellent understanding of right from wrong from an early age. The childminder is an extremely positive role model and has high expectations for children's behaviour. She implements highly effective behaviour management strategies and supports children's self-esteem and well-being extremely well.

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

- The childminder is highly skilled and knowledgeable about how children learn and develop. She monitors children's progress meticulously. The childminder is enthusiastic in providing high-quality learning experiences that are personalised to children's individual needs and interests. For instance, she demonstrates how to make marks with paints, and when babies are reluctant to touch the paint, she gives them their favourite resources, such as dinosaurs to walk through the colours and make footprints. Babies giggle with delight and study the marks they make. The childminder introduces new words and sounds, such as 'stomp' and 'roar', to help to extend children's confidence in their creative skills. All children progress extremely well, including those whose starting points may be lower than expected.
- Partnerships with parents are highly effective and offer excellent consistency in children's continued development. This is demonstrated when children show excitement in sharing photographs of family members and enjoy sharing their favourite books from home. The childminder keeps parents well informed and up to date about their children's learning through observations, photographs and regular assessments.
- Children are given lots of chances to meet new people and talk about similarities and differences in people and the local community around them. The

childminder takes children on outings, such as to music groups. This helps to provide children with opportunities to make new friends and meet new people from the wider community, to fully support their social skills and prepare children for school.

- The childminder makes the best use of daily routines such as mealtimes to teach children, of the youngest ages, to understand how healthy eating affects our bodies. She offers extensive opportunities for children to enhance their physical development even further. Babies build strong motor skills as they climb onto equipment inside when the weather turns stormy outside. The childminder challenges older children to practise and test their balancing skills, for example, by walking straight along a purpose-drawn line.
- The childminder is very proactive in making improvements to her service to ensure that she maintains the high standard. She regularly evaluates her provision and activities and addresses any changes promptly. The childminder seeks suggestions from parents and children and values their opinions. She uses her wealth of experience and knowledge to share high-quality practice and raise standards for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a very secure understanding of her responsibility to protect children. She completes safeguarding training to keep her knowledge thoroughly up to date. She has an excellent understanding of what to do if she has concerns about a child's welfare. The childminder makes excellent use of toolkits, such as safeguarding audits, to help her to check that she is following the best policies and practice possible. Risk assessments are extremely thorough indoors and outdoors. For example, the childminder uses fencing to create smaller learning spaces in her large garden to help to reduce any potential hazards and keep children safe.

## Setting details

<b>Unique reference number</b>	EY473750
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10136746
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	25 February 2016

## Information about this early years setting

The childminder registered in 2014. She operates in a rural village near Faringdon, Oxfordshire. The childminder provides care from Monday to Friday, between 8am and 6pm, all year round. She has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Helen Harnew

### Inspection activities

- The inspector and the childminder had discussions to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed children and the childminder and evaluated the quality of teaching and learning.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she assesses and plans for children's learning.
- The inspector sampled feedback from parents and took their views into consideration.
- A range of documentation was looked at, including safeguarding policies, training certificates and procedures.

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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