

# Childminder report

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Inspection date: 11 May 2021

<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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from the caring, calm atmosphere at the childminding setting. During play, they make choices from the well-organised, wide range of resources. Children know where to find what they want, making good use of toys such as shape sorters and musical instruments. They select story books from the diverse range available and often take these home, so that parents can enjoy them too. Children know the routine of the day well and feel safe and comfortable in the care of the childminder, approaching her for help or support when needed. They behave well because the childminder sets clear and fair boundaries for them. Children are forging good friendships with each other. They are learning how to play together, for example when taking turns at matching games. They are making progress with learning how to do some things independently; for example, even the youngest children try to put on their own wellington boots to play outside. All children have now returned to attending the childminding setting following the pandemic. The childminder has put a great deal of care and support into ensuring that families feel safe to use the setting. As a result, very young children have overcome the distress of separating from their parents and now wave goodbye happily on arrival at the setting.

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

- The childminder takes great pride in delivering her service. Throughout the pandemic, she has kept in touch with families and offered support, such as providing ideas for play and learning at home.
- The childminder is highly valued by the families she cares for. Parents describe a 'highly professional, efficient and loving early years service' that enables their children to flourish.
- Parents appreciate the regular communications. The childminder provides newsletters to ensure that they are aware of the weekly topics so that they can continue children's learning at home. She gives parents useful information about their child's learning and development. The childminder liaises with other early years settings to create a consistent approach to children's care and learning.
- The childminder understands the importance of the prime areas of learning for young children. She has worked closely with parents to help children learn to manage their emotions when being dropped off following a period of lockdown. All children now arrive happy and ready to learn because of the childminder's caring and warmth.
- The childminder provides a broad curriculum that covers all areas of learning. She is certainly ambitious for the children and has high expectations of what they can achieve. However, the childminder is occasionally unclear about what she wants children to learn from activities or how she is hoping to build on what they already know and can do.

- Children benefit from the childminder's good communication skills. She speaks to them clearly, role modelling language well. Children enjoy listening to age-appropriate, familiar songs such as 'sleeping bunnies', joining in with the words and actions. The childminder reads stories to children every day to encourage their interest in books and support their early literacy skills.
- The childminder is a patient teacher. For example, she explains why children need to take turns when pretending to clean the animal teeth. She helps the children to learn to respect wildlife, for example by not frightening the frog by splashing in the water and by not harming bugs.
- The childminder understands that activities can cover many areas of learning; for example, when brushing a picture of teeth, the childminder introduces positional language such as 'up and down' and 'back and front'.
- The children benefit from the childminder's care practices. The childminder is attentive and alert to the needs of the children. She knows them well; for example, understanding when children need a snack or when it is time to sleep. Sleeping arrangements are safe and aligned with the children's home routines.
- The childminder invests time in her own professional development to support her practice; for example, seeking out new ideas and training opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children and keep them safe. She has attended relevant training. Reading the local safeguarding board updates means that the childminder has a current knowledge of any issues and concerns in the local area. She is aware of the procedures to follow were she concerned about a child or in the event of an allegation. All the relevant information is kept close to hand so she can refer to it easily if needed. The home and garden is carefully risk-assessed to ensure children are safe. The childminder knows to contact Ofsted if there are any changes that require notification.

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

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

- ensure that the educational programme builds on children's secure knowledge and skills, so that activities are coherently planned and consistently appropriate for the ages and stages of the children attending.

## Setting details

<b>Unique reference number</b>	EY385073
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10128332
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 October 2019

## Information about this early years setting

The childminder registered in 2008. She lives in the village of Bodicote, on the outskirts of Banbury, in Oxfordshire. The childminder works Monday to Thursday, all year round. She receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Penny Fisher

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector was unable to speak to parents directly, but their views were taken into account as they provided letters for the inspector.
- The childminder and the inspector discussed how the childminder plans and implements her educational programme.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed and evaluated activities with the childminder.
- The inspector sampled the childminder's policies and procedures and viewed essential 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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