

# 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 are cared for in a carefully organised homely setting, where the childminder has created a well thought out dedicated space for them. They particularly enjoy snuggling on the sofas to share stories or having a rest in the cosy book area. The childminder has strong aspirations for all children in her care and provides a safe and stimulating learning environment, which supports children's interests. Children develop very strong attachments to the childminder and her assistant and they seek comfort and reassurance as they need it, especially when they are unsure about new experiences.

Children behave extremely well. The childminder and her assistant support them to learn to share and to resolve any disagreements and remind them sensitively of the expected behaviours. Children are curious about new people and keen to involve them in their play; confidently sharing books and stories. They show strong dispositions for learning, they are excited and motivated by the activities on offer and are keen to join in and have a go. They are especially proud of their achievements such as the pictures they create with pens and sharing sharing information about the stickers they have used.

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

- The childminder and her assistant support children's early communication skills extremely well. Adults model language well, they share new words with children connected with planned activities or their interests. Children enjoy a range of stories and actively seek out books to be read to them either alone or in small groups. Even the youngest children talk confidently. They are able to verbally share their needs, likes and dislikes and they speak with peers and adults alike.
- The childminder has successfully addressed the previous inspection outcomes and made appropriate improvements. She now completes the required short written summary for parents of a child's development in the prime areas between the ages of two and three years. She has secured her understanding of when to make notifications to Ofsted and has made these as required. Additionally, the youngest children are fully included in all elements of the provision and their learning needs are met.
- The childminder knows the children extremely well and has a clear picture of their learning and progress. She has started to develop her curriculum and to think about what she wants children to know and learn. However, this is not yet fully developed to ensure children make the best possible progress in their learning and development. Also, to build the knowledge and skills they need for their future learning and success.
- Partnerships with parents are strong. The childminder provides a wide range of opportunities to keep parents updated with the progress their children make. For

instance, she talks to them on a daily basis and shares photos and updates throughout the day, as well as via an online system. Parents' views of the childminder are highly complimentary. They say the childminder shares regular information with them about their children's well-being and learning and that she supported them extremely well through the pandemic, providing activities and ideas to support children's learning at home. They particularly value the development of social skills and opportunities for outdoor play.

- The childminder has effective systems in place to support her assistant and ensure she has the appropriate knowledge and skills to undertake her role. The assistant has received an appropriate induction to understand her role and responsibilities. The childminder monitors the assistant's practice and offers regular feedback, to ensure she is able to raise her teaching skills to the highest level to support children's learning.
- Children are motivated to explore and investigate and show high levels of curiosity and concentration. For example, when searching for dinosaurs hidden in dough and leaves. Children are supported to develop independence skills, for instance making choices in their play. They attempt to put on their socks and shoes before going outside to play and choose fruit to eat from the large platter at lunchtime.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep all children in her care safe from harm. She has a good knowledge of child protection issues and knows how to identify the possible signs of abuse and neglect and how to report any concerns that she may have about a child. This includes wider concerns, such as exposure to extreme views or beliefs. In addition, the childminder regularly updates her safeguarding knowledge through training. She ensures her assistant has a good knowledge and understanding of safeguarding, completes appropriate training and would know what to do if she had any concerns about children.

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

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

- develop further the intentions of the learning experiences, so children practise the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY290733
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10149728
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	10 March 2020

## Information about this early years setting

The childminder registered in 2004. She lives in Bicester, Oxfordshire. She operates from 7am to 6pm, Monday to Thursday, throughout the year. She accepts funding for the provision of education for children aged two, three and four years. The childminder regularly works with an assistant. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Clare Perry

## 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 childminder and the inspector held a discussion to understand how the early years provision and curriculum are organised.
- Parents shared their views of the setting during telephone calls with the inspector.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this had on children's learning.
- The childminder and inspector carried out a joint observation on an adult led activity, delivered by the assistant.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household. She also spoke to children, the childminder and her assistant at appropriate times throughout the day.

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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