

# Childminder report

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Inspection date: 24 June 2021

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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	Not applicable

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

### **The provision is outstanding**

Children's developmental and emotional needs are at the heart of every decision the childminder makes. Children love spending time with her. There is real warmth in their relationships. There is a lot of mutual respect and a real sense of teamwork. For example, children and the childminder work together to gather together everything they need to begin baking.

Children benefit from an ambitious and exciting curriculum, which is delivered expertly by a very skilled and experienced childminder. Children are developing all the skills of inquisitive and independent learners. They are excited to take part in activities that the childminder plans. Children are equally as happy to use all they have learnt in their independent play. For example, very young children use their understanding of the difference between 'smaller' and 'shorter' to work out how to build a barn for toy animals.

Children's understanding of personal safety is excellent. They assess and manage risks for themselves. For example, children know why they need to keep the door stop in place and why they should ask before entering the kitchen. Children are lively and busy but also show real care for each other and their environment. They take great care of the toys and resources. They know that by doing so they, and their friends, will be able to find what they want more easily on another day.

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

- The childminder has very high expectations of what children can achieve. She delivers teaching of the very highest quality. This combination has a very positive impact on children's learning. Children are very successful in recalling information they have already learned. For example, the childminder has taught children how stories are structured. Children use this knowledge to recreate well-known stories in their play and to make up their own stories.
- Children are proud of what they know. For example, older children were delighted to help the inspector understand the difference between a chrysalis and a cocoon. They remembered they had learned these words when reading a favourite book. They explained that the childminder had helped them to look up more information on the computer. Younger children are keen to explain to the inspector what will happen when they mix sugar and butter together. They have remembered from when they baked before.
- Children benefit from a very language-rich environment. The childminder consistently introduces children to new words and phrases. She models clear and accurate language and explains new words to children carefully. The impact is clear in the mature way that children talk. They have a vocabulary beyond their years.

- The childminder makes children feel valued and appreciated. She takes regular activities and turns them into something special to celebrate important days. For example, children know that once a week they always bake. They also know that when it is their birthday this becomes a 'birthday bake'. On this day, they can choose what to bake and then share it with their friends.
- The childminder expertly teaches mathematics. Children are very confident to apply their learning to solve practical problems. When children bake they carefully read the quantities of ingredients. They find the corresponding numbers on their 'number pebbles'. They then weigh out the ingredients, checking that the numbers on the scales match those on these pebbles. They tell each other 'more please' and 'a bit less' as they work together to find the correct amount.
- Partnerships with parents are exemplary. Parents are amazed at the progress their children have made. They are especially complimentary about the support the childminder offered when children were unable to attend due to the Covid-19 (coronavirus) pandemic. They report that a highlight of their children's day was 6pm because that was when the childminder read them a story online. Parents credit the care the childminder took to stay in touch with how well their children settled when she reopened.
- The childminder shows an excellent commitment to her own professional development. This has contributed strongly to her ability to establish a childminding service of the very highest quality. She reflects carefully on any training, considering how best to apply this to her own provision. She shares her knowledge and expertise with other childminders, both informally and formally, such as through webinars and blogs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms that a child may be at risk of harm or neglect. This includes the signs that a child may have been exposed to radical or extreme views. She knows who to contact if she has any concerns about a child's safety. She has a very broad and detailed knowledge of wider safeguarding issues and ensures she knows about any particular safeguarding concerns in her local area. She attends regular training to update her knowledge. She teaches children about the risks and benefits of using technology. She does so in ways that are appropriate for the ages of the children she looks after.

## Setting details

<b>Unique reference number</b>	EY560817
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10190631
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Banbury, Oxfordshire. She provides care all day, Monday to Friday, throughout the year. The childminder holds qualified teaching status.

## Information about this inspection

### Inspector

Sarah Holley

### 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 the evaluation of the provider.
- The childminder and the inspector completed a learning walk.
- The inspector and the childminder carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector held discussions with the childminder at convenient times throughout the inspection 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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