

# Childminder report

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Inspection date: 2 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are very settled and happy. All children show that they thoroughly enjoy their time with the childminder. This includes children who have only been in the childminder's care for a short time. Children confidently make choices about what to do. They smile when the childminder joins in with their play, and snuggle into her as they listen to stories or get ready for a nap.

Children benefit from a curriculum that meets their needs well. They take part in a wide range of fun learning experiences and approach their learning with interest and fascination. Children are proud when they learn something new. For example, younger children are delighted when they work out that dinosaurs had 'finger nails' just like them, except dinosaurs had claws and they have hands.

Children behave very well. They understand the childminder's expectations and they cooperate and help with routines. For example, children clear the table ready for snack time and know it is polite to say 'please' and 'thank you'. They are very welcoming and polite to visitors.

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

- Children are developing into confident and capable talkers. Parents report that since their children have been with the childminder, they have learned lots of new words and phrases. Younger children love listening to and repeating new words the childminder teaches, such as 'squishy' and 'bumpy'.
- The childminder makes ongoing assessments of what children know. For example, as she plays with children, she assesses that they can recognise and name certain shapes. She then introduces more shapes into the game. This approach helps children to continue to learn new things.
- Parents are very happy with the service the childminder provides. They value how she works with them to support their children's progress. For example, parents report that the childminder is helping prepare their children for toilet training through stories and conversations.
- Children show high levels of concentration and perseverance. They focus hard as they work out how to fit as much dough as they can into a scoop. They listen and watch as the childminder explains and shows them how to use scissors. Children then enjoy practising this skill.
- The childminder is very effective in using children's interests to extend learning. This was illustrated when children became fascinated by the sequins that got stuck to their fingers. The childminder helped the children to count the sequins as they peeled them off and to match the number of sequins with their number of fingers.
- The childminder wants children to learn about the world in which they live. She

identifies certain themes and topics to include in the curriculum. However, she does not identify clearly what she wants children to learn from these experiences, to ensure they get the most out of them.

- Children feel valued. The childminder celebrates special days with them. For example, she plans celebrations for American Independence Day because that is an important day for some children who attend. However, the childminder does not provide a wide range of experiences that help children learn about cultures and beliefs beyond their own, in order to enhance their understanding of the diverse world in which they live.
- Children learn to make healthy choices. They enjoy playing in the fresh air and choosing what fruit they are going to have as a snack. This helps to promote children's understanding of the benefits of a healthy lifestyle.
- The childminder is very committed to delivering a high-quality service. She attends regular training to enhance further her good understanding of how children learn. The childminder reflects on what she does and makes improvements. For example, she has significantly reduced the amount of written assessments she makes, as she identified that much of what she recorded was not necessary to her understanding of children's progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She attends regular training and keeps her safeguarding knowledge updated. The childminder knows what to do if she has concerns about a child's welfare, in order to keep them safe. She has an accurate and detailed understanding of wider safeguarding issues. For example, she understands the potential dangers to children of being exposed to extreme views or beliefs. The childminder identifies and minimises risks in her home to ensure it is safe and secure for children. She supervises children closely.

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

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

- enhance the curriculum further by identifying more precisely the intended learning from some planned activities
- broaden children's understanding of diversity and the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY557796
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10175165
<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>	2 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Banbury, Oxfordshire. The childminder offers care from 7am to 6.30pm, Monday to Friday, throughout the year. She holds a recognised early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Holley

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk.
- The inspector and the childminder discussed the learning that was taking place and the impact on children's progress.
- Parents and children shared their views with the inspector.
- The inspector held discussions with the childminder about her training and plans for further improvements to her provision.
- The inspector looked at relevant documentation, including the childminder's qualifications.

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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