

# Childminder report

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Inspection date: 8 July 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children share close relationships with the childminder. They affectionately call her 'Nana' and appear relaxed and happy as they play. Children enjoy a curriculum that helps them to develop into sociable and independent individuals. They go on exciting outings in the local area. For example, they climb a hill to watch helicopters circle overhead. This engages and stimulates children. Children recall their previous learning. For example, they talk about how they made ice lollies and explain how they cut up fruit, added juice and then put them in the freezer. They talk about how cold the lollies were when they ate them in the afternoon for their snack. This shows their good ability to make sense of what they are learning. In the garden, children show their curiosity about the natural world. When they find a broken eggshell, they wonder about what bird might have hatched from inside. Children demonstrate their ability to make connections in what they know as they say that snails have shells too. They then excitedly hunt for snails in the garden.

The childminder is clear in her expectations for children's behaviour and children are very well behaved. They show respect and courtesy for each other and play together well.

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

- Children show their good ability to solve problems. When playing with construction bricks, they turn pieces over and observe the pattern before rotating the pieces and successfully joining them together.
- The childminder promotes children's speech and language development well. She talks to children, engages them in conversation and asks questions that help to expand on their understanding. Children are confident communicators who share their ideas readily as they appear curious and interested in making connections with others.
- When children attend other settings, the childminder shares some initial information about children with them. However, she does not continue to build on working relationships with all settings. As a result, she does not exchange information with them on a regular basis to help promote children's ongoing learning.
- The childminder has high expectations and teaches children to use good manners. She encourages children to say 'please' and 'thank you' and to be considerate of others. Children are extremely polite.
- The childminder supports children to become independent in their personal skills. She talks to parents about ways that they can support this. For example, the childminder encourages parents to buy clothing and shoes for children that are easy to get on and off. Children follow a well-rehearsed routine. For example, before snack, they automatically go and wash their hands by

themselves.

- Activities are enjoyable. Children help to tidy up before lunchtime with the encouragement of a tidy-up song. As the song increases in speed and tempo, children race around to put the toy bricks into the box. They laugh while doing so and work together cooperatively to get the job done.
- The curriculum the childminder plans for supporting children to learn about the diverse world they live in does not focus on meaningful opportunities for children to celebrate the similarities and differences between themselves and others. The childminder recognises this is a weaker aspect of her practice and is starting to plan ways to improve this part of her provision.
- On occasion, the childminder works with an assistant. She supervises her assistant's practice effectively and ensures that she has the necessary skills and training to help keep children safe.
- The childminder has recently completed a recognised childcare qualification. She discusses how this has deepened her awareness of child development and her knowledge of how to support children with special educational needs and or/disabilities. The childminder evaluates her work and works well with parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to refresh her knowledge and understanding about how to keep children safe in her care. She recognises how the COVID-19 (coronavirus) pandemic has placed pressure on families and is alert to signs and symptoms that children might be at risk of harm. The childminder knows how to report any concerns about children's welfare to the local safeguarding partnership. The childminder carries out regular risk assessments to ensure that the environment where children play is safe and secure. Along with her co-childminder, she operates safe recruitment procedures to ensure that anyone who works with her is safe and suitable to do so.

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

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

- establish effective relationships with all other settings that children attend, to promote their ongoing learning
- plan a curriculum that supports children to have rich and meaningful experiences of diversity and celebrate their own heritage and that of others.

## Setting details

<b>Unique reference number</b>	EY541306
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10198115
<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 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	15 January 2019

## Information about this early years setting

The childminder registered in 2017 and operates from premises in Thame. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. On occasion, she works with a co-childminder and can work with two registered assistants.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector talked to the childminder and children at suitable times throughout the inspection.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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