

# Childminder report

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Inspection date: 20 July 2021

<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 enjoy being with the childminder. They are very confident and happy in her company. Children feel safe to try out new ideas. They know that the childminder is nearby to offer help, as needed. For example, children who are new to walking practise carrying containers of water from one side of the garden to the other. They look to the childminder for encouragement and for reassurance as they do so. Children's behaviour is very good. They flourish in the calm environment. They understand what is expected of them. For example, they know to sit on the bottom stair when waiting to wash their hands before meals.

Children are inquisitive learners. They find the resources on offer fascinating. They ask questions, such as 'what's this?', as they show items to the childminder. They listen carefully to her answers. Children want to develop new skills. For example, children are keen to work out how to break large lumps of ice into smaller pieces. They follow the instructions from the childminder and show great excitement when these work. Children are developing into confident talkers. They enjoy hearing and using new words. Older children happily talk to visitors. Younger children listen and enjoy repeating back new words.

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

- The childminder monitors children's progress carefully. She has considered the impact of Covid-19 (coronavirus) on young children's experiences. She has tailored her curriculum to fill some of these gaps. For example, she plans outings in the local community that may not have been possible during the early days of Covid-19.
- The childminder adapts her interactions well to the differing ages of children. She models single words and sounds for very young children. She speaks in longer sentences to older children. Children, including those who need a little extra help, make good progress with their speaking and listening skills.
- Parents appreciate the childminder. They describe how she communicates with them as 'clear, open and honest'. The childminder provided parents with lots of suggestions for activities to do at home during times when she had to close her setting. This helped parents to continue to support their children's learning.
- There are warm bonds between the childminder and the children. The childminder uses daily routines to build on these. The childminder sings to children as they tidy up and wash their hands. She eats lunch with them. This good practice adds to children's sense of security and feeling of belonging.
- The childminder is a very good role model. She is very nurturing. She gently encourages children to keep trying as they practise new skills. Children, of all ages, persevere at their chosen tasks.
- The childminder extends children's learning effectively without interrupting their

play. For example, she introduces counting and sorting as children play with pebbles. Children respond positively to the extra challenges that the childminder sets.

- The childminder does not fully consider what she wants children to learn from some activities. This means the childminder is not fully able to focus her teaching at these times, to ensure children get the very most out of what she has planned.
- There is a very inclusive feel to the setting. The childminder ensures all children get plenty of attention, including those who are naturally a little more reserved. Children learn to include others in their play. They are kind and are tolerant towards each other.
- The childminder regularly evaluates and improves what she does. She has used different ways to communicate with parents, and is keen to offer a 'best fit' for each parent. She has reduced her written assessments. She now records only what she must and what adds to her understanding of children's progress.
- Children learn to conduct themselves in ways that keep them safe. For example, they learn to walk indoors and to sit at the table for mealtimes. The childminder has not yet considered how to extend this further by teaching children how to keep themselves safe when using technology.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She attends regular training to update her safeguarding knowledge. She knows what to do if she has concerns about a child's welfare, in order to protect them from harm. She has an accurate and a detailed understanding of wider safeguarding issues. For example, she understands the potential dangers to children of being exposed to extreme views or ideologies. She 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:**

- develop the curriculum further by identifying more precisely what children would most benefit from learning from some planned activities
- help children learn about staying safe online, to extend further their growing awareness of personal safety.

## Setting details

<b>Unique reference number</b>	EY562389
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10190895
<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>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Witney, Oxfordshire. The childminder operates all year round, Monday to Friday. 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 childminder 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 childminder.
- 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 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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