

Childminder report

Inspection date: 11 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children show that they feel very safe with the kind and nurturing childminder. They look to her for reassurance, for example when visitors arrive. They listen to her reassuring words and soon feel confident to continue with their play and learning. The bonds between children and the childminder are warm and trusting. Children are learning well about acceptable behaviour. The childminder is very courteous and polite when talking to children. This helps children to learn to be the same.

Children benefit from being with a childminder who understands how to build a meaningful curriculum that takes account of their particular needs. They have plenty of time to practise developing skills to help ensure that they remember long-term what they have learned. The childminder talks to children about what they have done before and encourages them to keep practising. For example, she does not hurry snack and meal times because she wants very young children to have time to practise feeding themselves. Children listen to familiar stories because the childminder wants to remind them of words and phrases they have learned before.

Children are taught in ways that suit their individual needs. For example, the childminder is very aware that some children have had fewer opportunities to mix with other children because of the COVID-19 (coronavirus) pandemic. As a result, she is very gradually reintroducing toddler and singing groups into her weekly activities. She is aware that to do otherwise would be a little overwhelming for some children and would not support their emotional and social development well.

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

- The childminder understands the importance of assessing children's progress and then planning how she can build further on their existing skills. For example, she notes when young children have developed the coordination to climb in and out of large wheeled toys. She then evaluates that they are ready to be taught how to climb steps. This careful planning means that children are continually being challenged to make progress.
- Overall, the childminder supports children's speech and language development well. She puts stories and singing at the centre of her curriculum, understanding the importance of these to children's developing vocabulary. She talks to children about what they are doing as they play. This helps children to hear new words. Sometimes, the childminder does not leave enough gaps as she talks to encourage children to practise their own speaking skills.
- Children who speak English as an additional language have opportunities to hear their home language as well as developing their understanding of English. For example, the childminder plays songs to them in the language they hear at

home. This respect for their home language helps children's overall language development and makes them feel valued.

- The childminder has warm and professional partnerships with parents. She offers lots of practical advice, such as the right time to move children from bottles to lidded cups. However, she does not build further on these partnerships to fully support parents to continue children's learning at home.
- Children are inquisitive learners. The childminder has successfully created a learning environment that children are keen to explore. Her strong teaching skills mean that children learn as well as have lots of fun. For example, the childminder shows very young children how to carefully fill containers with conkers to support their hand-to-eye coordination. Children learn how to use utensils as they play in the 'mud kitchen'.
- Children become familiar with the routines of the day. They cooperate swiftly and happily with nappy changing, handwashing and preparing to go outside. This means that they have more time to play and learn, which has a positive impact on their progress.
- Children develop a positive attitude towards living in a diverse world. They have opportunities to learn about different cultures and taste different foods. Children learn to be respectful of, and interested in, the differences between themselves and others.
- The childminder understands the importance of working with other professionals involved in children's care and education. She makes contact with staff at nurseries that the children also attend, to share information and work together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an accurate and extensive knowledge of the signs that a child may be at risk of harm or neglect. She understands the importance of acting promptly if she has any concerns in order to protect children. She knows how to share concerns to help keep children safe. The childminder takes effective steps to keep her safeguarding knowledge updated. For example, she attends regular training and completes her own research. She ensures that her home is a safe place for children by minimising risks and supervising children closely.

What does the setting need to do to improve?

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

- give children plenty of time to think and contribute to conversations, to support their developing language skills further
- build on existing warm partnerships with parents by sharing more information that will help parents to extend children's learning at home.

Setting details

Unique reference number	EY558272
Local authority	Oxfordshire
Inspection number	10175227
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Didcot, Oxfordshire. She operates from Monday to Friday, between 8am and 6pm, term time only. She has a relevant level 3 qualification in early years.

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 the pandemic with the childminder and has taken that into account in their 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 documents.

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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