

Childminder report

Inspection date: 18 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

The childminder has high expectations about what children can do for themselves. She successfully teaches children many self-help skills. This results in children who are very confident to manage their own personal care needs. They can find their own belongings and take steps to help keep themselves and others safe and well. For example, children know to put tissues in the bin after use and remind each other why they need to wash their hands.

Children benefit from a curriculum with a strong emphasis on communication and literacy. They look forward to daily opportunities to listen to stories and join in with songs and rhymes. Children confidently talk about characters in books. They know the words and actions to a wide range of songs. The successful teaching of this aspect of the curriculum has a positive impact on children developing a love of books, and on their overall language development.

Children behave appropriately for their age. They are learning to take turns and share resources. They are settled and happy and feel very 'at home' with the childminder. For example, children have favourite chairs at mealtimes. They anticipate what they will be doing next, which shows they are familiar with the routines.

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

- The childminder is very aware of the impact that the COVID-19 pandemic has had on some children. Some children who were a little shy before still need extra help to be confident to talk and share their views. The childminder takes account of this when planning her curriculum and plans some specific activities to help children develop their confidence.
- The childminder understands that knowing and understanding lots of words and phrases is very important for children's overall learning and development. She ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example, while children take part in Halloween-themed activities, the childminder talks to them about spells, potions and broomsticks.
- The childminder identifies lots of things that she wants to teach children. These are all suitable and will add to children's knowledge and understanding. However, these learning intentions are sometimes too numerous to enable the childminder to focus and sequence her teaching to best effect.
- The childminder wants activities to look exciting and inviting. However, sometimes, in her enthusiasm to do so, she makes them overly complicated. For example, the childminder planned an activity to teach children how to use certain tools. However, the wide range of Halloween resources she added distracted from, rather than enhanced, the learning.

- The childminder plans plenty of opportunities for children to learn about their local community and the wider world. Children enjoy visits to local groups and the library. The childminder introduces different foods and tells stories from around the world to help children understand the similarities and differences between themselves and others.
- Children look forward to spending time outside, excitedly getting ready in their waterproofs and boots. They show that they enjoy the space and fresh air. They have lots of opportunities to explore woods and parks further afield. This strong emphasis on outdoor learning helps children to develop a positive attitude towards following an active lifestyle. The childminder further promotes children's good health through activities such as yoga.
- Children understand the routines of the day. This helps to ensure smooth transitions between activities and care routines. Children know what to do when it is time to stop for a snack. They clear a space on the floor in readiness for singing time. Children's eagerness to help get things ready shows that they are keen and eager to learn.
- The childminder is committed to her own professional development. She seeks out training opportunities to improve her knowledge and enhance how she supports children and their families. For example, she has reflected on how she can include more teaching about oral hygiene in the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She supervises them closely and ensures that her home is safe and secure. The childminder has an accurate understanding of the signs that a child may be at risk of harm or neglect. She understands the local reporting structures for sharing any such concerns and the importance of acting promptly to do so. She has a good knowledge of wider safeguarding issues, such as the risks to children of being exposed to extreme views or ideologies.

What does the setting need to do to improve?

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

- identify more precisely the most important skills and knowledge children need to learn next, to sharpen the focus of teaching and interactions
- consider more fully how to use available resources to enhance activities and help ensure that children can focus well on the intended learning.

Setting details

Unique reference number	2511702
Local authority	Oxfordshire
Inspection number	10207803
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives near Banbury, Oxfordshire. She operates from 7.30am to 6pm, Monday to Friday, all year round. The childminder holds a relevant childcare 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 pandemic began. The inspector discussed the impact of 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 shared their views and the inspector took these into account.
- The inspector held discussions with the childminder during 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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