

Childminder report

Inspection date: 19 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely keen to learn. They relish their time with the childminder and show great excitement about the learning experiences on offer. They look forward to activities they do every day because they know how much they enjoy them. For example, they cannot wait to go on their daily walk. They talk excitedly about all the things they will see and do, such as looking at the diggers and tractors and running up and down the 'big slope'. There are very warm relationships between children and the childminder. Children show that they feel very safe and secure.

Children's behaviour is exemplary. They show care and concern towards each other, the childminder and the childminder's home, well beyond that usually seen in children so young. They learn all of this from the childminder, who is an excellent role model. The childminder has very high expectations of what children can do for themselves. Children are very proud of the skills they have learned. Very young children carefully do up their coats. The unfasten poppers on pockets so that they can safely store 'treasures' they find on their walks.

Children benefit from a curriculum that is well planned and meets their needs very well. The strong emphasis on building children's vocabulary and encouraging a love of books has a very positive impact on children's language skills. Children are developing well into confident talkers and attentive listeners.

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

- The childminder clearly identifies what children would benefit most from learning next. She then weaves relevant teaching into children's play and routines. For example, she teaches counting as children get ready for mealtimes or as they put on coats and boots, ready to go outside.
- The childminder ensures that children hear clear and correct language. She congratulates children for remembering and using tricky words, such as 'allotment' and 'conkers'. She then gently models back the correct pronunciation when children do not get it quite right. This means that children are learning accurately without having their confidence dented.
- Children have daily opportunities to sing and dance. The childminder values these important activities which support children's language and coordination. She uses them to build carefully on children's existing skills. For example, once children are familiar with the words of songs, she teaches actions and then she shows children how to sing at different speeds and in different voices. Children listen carefully to the instructions and join in with great enthusiasm and confidence.
- Overall, the quality of teaching is very good. However, occasionally, the

childminder overcomplicates some activities. These leads to children becoming distracted by the array of different resources available, rather than focusing well on the main learning intent of the activity.

- Children are extremely kind and caring towards each other. There is a very real sense of the children and the childminder being 'a team'. Without being asked, children help with routines. For example, older children gather together nappies and wipes and pass these to the childminder as she meets the care needs of babies. Children do not only respond to the requests of the childminder but remind her of the routines. This was illustrated when young children reminded the childminder of the importance of tidying up before lunch. Children took great care to make sure that they put the resources back in the right place. The great care and concern children and the childminder show each other lead to an extremely calm, purposeful and very happy environment.
- Children are developing a love of physically active play. They enjoy showing visitors the big hill they run up and down and then demonstrate all the different ways they can move. Children laugh as they get out of breath and, after a few minutes rest, they return to their running and playing.
- Children develop a good understanding of what makes them special and unique. They learn about the local area. For example, they learn about where new houses are to be built. They have fewer opportunities to learn about different cultures and beliefs, to help them learn about the positive benefits of living in a diverse society.
- The childminder is very committed to providing a high-quality service. She builds very beneficial partnerships with parents, and she shares useful information that helps parents to further support their children's learning at home. Parents report that their experiences with the childminder are 'overwhelmingly positive'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She takes effective steps to keep her safeguarding knowledge updated. This includes undertaking relevant training and completing her own research. She understands the signs that may indicate that a child is at risk of harm or neglect. She knows that it is important to share any concerns quickly in order to protect children. The childminder has an accurate understanding of local reporting procedures. She has a good understanding of wider safeguarding issues, such as the dangers to children of being exposed to extreme ideologies.

What does the setting need to do to improve?

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

- consider how best to use resources to enhance activities and help ensure that

children can focus well on the main intended learning

- plan a wider range of experiences that help children to develop their understanding of the similarities and differences between themselves and others.

Setting details

Unique reference number	EY561693
Local authority	Oxfordshire
Inspection number	10191049
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 2
Total number of places	6
Number of children on roll	4
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 all year round. The childminder 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 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 had a learning walk.
- The inspector and the childminder carried out a joint observation.
- Parents 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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