

# Childminder report

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Inspection date: 22 November 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 have secure attachments with the childminder, who is kind, caring and positive. Children are happy and enthusiastic learners. They laugh and smile as they take part in activities with the support of the childminder. Children confidently explore their environment and resources and involve the childminder in their play. For instance, as children pretend to go shopping, they show the childminder their food items and money. They copy words as they hear the childminder respond with new vocabulary and names of the objects. This helps to foster children's early communication and language skills.

Overall, the childminder has high expectations for all children's learning and development. She plans activities that support children's next stages of learning and which she knows the children will enjoy. For example, children learn the names of colours as they match coloured teddy bear figures to matching coloured pots. They are enthusiastic to use tweezers to pick up the bears and various other coloured objects. This helps to develop their small-muscle skills. Children are kind, considerate and respectful. They play harmoniously together and are supported to take turns as they play. Children develop the necessary skills which prepare them well for their eventual move on to school.

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

- The childminder spends time settling new children and finding out about the experiences they have at home. She gathers useful information from parents to enable her to provide activities and resources that children are interested in. This helps children to feel safe and secure.
- The childminder carefully plans her curriculum and knows the children well. She confidently talks about the children's interests and where they are in their development. The childminder plans challenging experiences which help children to develop across all areas of learning. She focuses on making sure that young children develop their confidence, independence and social skills so that they are well prepared for the future.
- The childminder supports the children to learn about the wider world. They respect each other, and they are praised for sharing. However, on occasions, the childminder does not make the most of opportunities to teach children about expected behaviour, particularly how their actions might affect others.
- Children are encouraged to be as independent as possible. They quickly learn skills from a young age, such as pouring their drinks, using the toilet themselves and putting on their own coat and shoes for outdoor play.
- The childminder plays alongside children. She is cheerful and positive in her interactions. She extends children's learning by demonstrating new skills and asking questions to check their understanding. However, on occasion, the

childminder gives the children too many activities and objects to explore. This means that, at times, children do not consolidate their learning at one activity before moving on to the next.

- Following a recent incident, the childminder has reviewed and improved her risk assessment in relation to times when she is collecting children from school, to improve safety at this time.
- The childminder teaches children about the importance of leading a healthy lifestyle. Children follow robust hygiene routines and independently wash their hands throughout the day. The childminder helps children to learn about healthy eating, keeping active and good oral hygiene. Children are curious to explore models of teeth and talk about cleaning their teeth at home.
- Children's physical skills are supported well. They have plenty of opportunities to be outdoors and enjoy the fresh air. Children enjoy visiting the local parks and the library. They develop their small-muscle skills and coordination through a range of experiences, such as drawing, chalking and painting with water outside.
- The childminder reflects on her practice. She is ambitious and keen to improve further. For example, she completes mandatory and additional training and shares ideas with other professionals. Parents have opportunities to share their views. This helps the childminder to identify any areas for future improvement. Parents are complimentary about the childminder and comment that their children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge and demonstrates a secure understanding of child protection. She keeps her knowledge up to date, which includes broader aspects of safeguarding, such as the 'Prevent' duty, and the potential risks for children. She recognises her role in helping children to keep safe from harm. She understands local procedures and knows what to do should she have any concerns about a child's welfare. The childminder ensures that all areas of her home and garden are safe and suitable. She holds a current first-aid certificate and knows how to deal with emergencies.

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

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

- build on the behaviour strategies that are already in place to help younger children understand more about the expectations of their behaviour and how their actions may affect others
- review the organisation of some activities to enhance opportunities for children to maintain their concentration and exploration.

## Setting details

<b>Unique reference number</b>	EY445217
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10207368
<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>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 September 2016

## Information about this early years setting

The childminder registered in 2012 and lives on the outskirts of Banbury, Oxfordshire. She operates all year round from 7am to 7pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 2.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## 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.
- This inspection was carried out as part of a risk assessment process.
- The childminder took the inspector on a tour of all areas of the premises, to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including children's records and evidence of the childminder's paediatric first-aid training.
- The inspector spoke to children and parents and took account of their views.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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