

# Childminder report

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Inspection date: 30 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	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and relaxed in the childminder's company. Children and the childminder greet each other with big smiles each morning. Children quickly settle to their play and learning. They are excited to see their favourite toys and books. Children show they have learned how to use resources purposefully. For example, they carefully turn pages in books, pointing to pictures and talking about what they see. They make each other pretend cups of tea, passing cups and saucers and reminding each other to be careful not to spill the contents. Children show trust in the childminder to keep them safe and help them learn. They confidently ask for help when needed and show enjoyment when the childminder joins in their play.

Children benefit from a curriculum that the childminder has planned well to give them a range of skills and knowledge needed for their future learning. Children have ample opportunities to hear and practise new words and phrases. As a result, their vocabulary builds and they have the words they need to express their ideas and take part in meaningful conversations. Children are developing into very confident communicators.

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

- The childminder understands the importance of threading communication and language teaching through the curriculum. She enters into worthwhile conversations with children throughout the day. Children are very confident to make use of the language they are learning. For example, even when they cannot find the word they want, they find one that is close enough to make their meaning known. This was illustrated when children described their faces as feeling 'spicy' after eating oranges.
- Children show that they remember well what they have been taught. For example, on seeing a picture of a koala bear, children remember that they have talked about these animals before. They can remember the name and that they live a long way away. Through skilful questioning, the childminder also helps children to remember the name of the country of origin.
- Children are excited to take part in favourite activities. They are very excited to make orange juice for their snack. They explain where they bought the fruit and how they squeeze it and collect the juice. However, the childminder does not always consider how to use this interest to extend further what children already know and can do.
- The childminder regularly assesses children's progress and adjusts her curriculum accordingly. For example, having identified that some children were not as secure with their counting as she first thought, she now incorporates lots of counting into daily routines and play. Children show that they are becoming

much more confident in their use of numbers, often choosing to count without any prompting from the childminder.

- Children are developing well into independent and helpful young people. They know they must wash their hands before eating. Children cooperate happily with routines, such as tidying up after activities. Without being asked, they sweep the floor carefully after mealtimes, and thoroughly enjoy doing so.
- The childminder is a good role model. She is very polite and respectful when talking to children. This helps children to learn about the benefits of behaving this way too. Children ask each other politely for toys. They listen to each other and behave well for their age.
- The childminder is teaching children about the benefits of following an active lifestyle. She makes good use of the local area to plan regular outings that extend and challenge children's physical development. For example, she plans trips to woodlands for children to negotiate uneven ground and climb logs.
- Children are safe. The childminder monitors children closely when using technological toys or the internet. However, she has not considered how to include teaching about the safe use of technology in her curriculum, to further extend children's understanding of personal safety.
- The childminder understands the value of working closely with parents and other professionals involved in children's care. She regularly exchanges information about children's learning and well-being. This collaborative working has a positive impact on children's development and progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She undertakes regular training to ensure her knowledge is up to date. She keeps a well-organised folder of information to which she can refer if needed. The childminder has an accurate understanding of the signs and symptoms of abuse and neglect. She understands the importance of raising any concerns promptly, to protect children from harm. The childminder has a good understanding of a wide range of safeguarding issues, including the potential risk 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:**

- improve planning of some adult-led learning experiences, to ensure there is plenty of challenge for all children and they are fully encouraged to build further on their existing skills and knowledge
- develop children's understanding of how to keep themselves safe when using technology.

## Setting details

<b>Unique reference number</b>	EY562100
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10191291
<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 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Didcot, Oxfordshire. The childminder offers care all day, Monday to Thursday, throughout the year.

## 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 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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