

Childminder report

Inspection date: 31 January 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and are starting to increase their levels of confidence. They are offered lots of reassurance from the kind, nurturing childminder, which helps to build their self-esteem.

Children are independent and confident, and the childminder supports this well. For instance, younger children eagerly try to peel their fruit without help. The childminder encourages them and praises them for their achievements. The childminder is a good role model. She teaches children to be kind and respectful. The childminder has clear rules and boundaries in place so that children know what is expected of them. For example, she encourages children to remember to say 'please' and 'thank you' as they play and at mealtimes. She involves children in tidying away activities before they can have lunch.

All children have regular opportunities to read stories and sing nursery rhymes. The childminder supports children's mathematical development. Older children have fun counting and sorting 'snowballs', and they recognise numbers and complex shapes, such as a hexagon. Children have good opportunities to be imaginative. They freely express themselves in a wide range of role-play activities. For example, children pretend to be at the hairdressers and take turns in being the hairdresser and the customer.

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

- The childminder knows the children well. She uses children's interests to provide a motivated learning experience. The childminder understands what she needs to do to help children move on to the next stage of their learning. She plans a curriculum that provides children with engaging activities and interesting experiences to help them learn and develop.
- Children are eager to have a go at all the activities. For instance, they confidently explore different textures during messy play. The childminder wants children to be independent and have the skills they need to be ready for school when the time comes. She encourages children to choose what they want to do and to put on their own all-weather suits and shoes when they are going outside.
- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that, after the national restrictions, some children need support to develop their social skills. The childminder has worked hard to support children to catch up in these areas. She recognises that children benefit from social interaction and plans experiences to support this. For instance, she attends toddler groups and meets with other childminders and their childminded children, to support children's

social development.

- Children are confident communicators. Older children chat about a wide range of topics, such as dinosaurs, and babies babble and interact well with children and adults. The childminder models correct language as they repeat what children say and introduce new vocabulary, such as 'loofah', 'juicer' and 'pith'. However, on occasions, the childminder does not give children an appropriate amount of time to consider their responses to questions. For example, there are times when the childminder might ask one question and then ask a further question rather than wait for the child to respond to the original question. This does not fully support their thinking skills.
- Partnerships with parents are strong. Parents leave positive feedback and appreciate the reassurance and support given by the childminder. They comment that their children really enjoy their time with the childminder and look forward to attending.
- The childminder has not built effective relationships with professionals at other settings children attend, to share relevant information and support a consistent approach to children's learning.
- Self-evaluation is used effectively. The childminder successfully reflects on her own abilities and gathers the views of the parents to make wider improvements to her practice. She takes part in a range of regular training to further develop her knowledge and skills. For example, she has undertaken sign language training, which supports children's developing communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. The childminder is aware of wider child protection issues, such as exploitation, extremism and radicalisation. She carries out regular checks of her home and garden to help provide a safe environment for children.

What does the setting need to do to improve?

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

- give children an appropriate amount of time to consider their responses to questions
- build on relationships with professionals at other settings children attend, to provide continuity in their learning.

Setting details

Unique reference number	EY333015
Local authority	Oxfordshire
Inspection number	10108629
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 October 2014

Information about this early years setting

The childminder registered in 2006 and lives in a village near Wantage, Oxfordshire. She operates all year round from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Amanda Perkin

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 her evaluation of the setting.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence about suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.

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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