

Childminder report

Inspection date:

15 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are very happy. They enjoy the time they spend at the childminder's welcoming and nurturing home. They relax and unwind in this calm environment, which complements their school day perfectly. Children walk home from school with the childminder, who teaches the importance of road safety. Children arrive at her home, knowing the routines of the day. They make choices about what they might like to play with and the childminder knows their interests well.

Children have time to practise what they learn at school. For example, they tell the childminder which letter they are learning this week. The childminder builds on this prior knowledge and skilfully asks children to demonstrate how to write the letter. Children are able to describe how they must write the letter and then make the mark correctly. This supports children's early writing skills.

Children behave well. The childminder treats them with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children are learning to share toys and resources with each other when they play, which develops their social skills. Children benefit from plenty of warm praise and encouragement from the childminder. This supports children to grow in confidence and build on their self-esteem.

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

- The childminder demonstrates a genuine enjoyment of her work. She increases her knowledge, through training and wider reading, to keep her skills and knowledge up to date.
- The childminder works closely with the school the children attend to meet their individual needs. For example, she knows the letter of the week the children are working on and the termly topic area. This enables her to support children's learning from school in her setting, after school.
- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills. For example, children look at a book with the childminder, which supports children to learn about the language of emotions. Children are able to describe and draw a range of these emotions and demonstrate their 'angry, worried', and 'happy' faces to the childminder.
- Parents leave positive feedback and appreciate the reassurance and support given by the childminder. The childminder keeps parents informed of their child's progress through daily feedback, which supports their learning at home.
- 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

and ability to express their feelings. The childminder has worked with the school and the children in her care, to support them to be able to express themselves. For example, she identifies how visual timetables support children to know about good routines and how this can support their social development.

- The childminder has a secure understanding of how children learn and develop. She uses her knowledge to plan activities and use resources that help children to build on their skills and move on in their learning.
- Children show good levels of independence for their age. For example, they are self-sufficient in all their care needs with gentle, but firm reminders from the childminder on good hygiene routines. Children are polite and well mannered.
- The childminder helps children learn about the wider world. Children have opportunities to explore their local community and benefit from daily fresh air and exercise, these are rich learning opportunities. For example, the childminder asks children about their experience at forest school. This leads into conversations about animals in their natural habitat. Children conclude that badgers and rabbits live in burrows, but foxes or squirrels do not.
- Children develop healthy lifestyles in the childminder's care. They benefit from the daily walk home from school, where they enjoy fresh air and exercise. In addition, children have access to the childminder's garden, which has a range of resources to support their physical development. The childminder involves children in growing their food, which supports their understanding of where produce comes from.

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. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

Setting details

Unique reference number	2520812
Local authority	Oxfordshire
Inspection number	10215013
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	4 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Freeland, in Oxfordshire. She provides care after school only on Tuesdays, Wednesdays and Fridays, term time only. The childminder has qualified teacher status.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- 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.
- 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 the 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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