

# Childminder report

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Inspection date: 16 March 2022

<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 are safe in the childminder's care. They are supervised closely and encouraged to follow simple routines to promote their own health, such as washing their hands before they eat. Children demonstrate that they feel very 'at home' with the childminder. They confidently say goodbye to their parents at the door and know where to put their bags and coats. Children happily help themselves to toys and resources.

Children benefit from clear and consistent messages about acceptable behaviour. They receive effective support from the calm and patient childminder as they learn to manage their emotions and consider the needs of others. Children receive plenty of help to begin to share and take turns.

Children are looked after by a childminder who knows them really well and clearly identifies what they will most benefit from learning next. The childminder wants all children to achieve well. Where children need extra help and support to achieve to their best, the childminder adapts her interactions and tailors her teaching to each child's particular stage of development. This is especially apparent in the support children receive to develop their personal, social and language skills.

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

- The childminder sequences children's learning very effectively. This helps children to achieve and make progress. For example, the childminder identifies children who are anxious about exploring different textures, especially those that are wet or slimy. The childminder does not want children to miss out on important experiences and also wants to build their confidence. She plans activities that involve dry textures, moving on once children are confident with this to wet sand before introducing textures children will find more challenging. Children respond well to this approach and begin to explore with more confidence and enjoyment.
- The childminder knows that being able to express their needs and ideas is very important to children being able to access a wide curriculum. She grasps all opportunities to teach new words and help children to enjoy books and songs. She models language clearly and helps children to make links between the things they do and the words they hear.
- Children show they enjoy books and songs. They smile when the childminder starts singing and move in time to her words. They point at pictures in books and listen well as the childminder talks to them about what they can see.
- The childminder completes the required written progress checks on children aged between two and three years. However, she does not always complete these in the most timely manner to help parents to fully understand when

children's progress is less than expected.

- Children take part in a wide range of activities that help them learn through first-hand experiences. For example, rather than talking about the weather, the childminder takes them out to experience different conditions for themselves. Children learn about the natural world through a well-planned programme of trips and outings. Children find these experiences memorable. For example, they talk excitedly about the frogs they saw in the pond.
- Children have access to lots of toys and resources. However, the sheer abundance of what is on offer sometimes distracts, rather than supports, children's focus on learning.
- Relationships between children and the childminder are positive. The childminder is extremely respectful of the children's feelings but also wants them to learn right from wrong. For example, the childminder acknowledges why a child is feeling cross because they want a toy that another child is using. She is also clear about why they need to wait. The childminder is unfailingly calm and compassionate as she helps children to deal with such situations.
- The childminder knows that physical exercise is very important to children's good health. She plans regular walks and opportunities for fresh air. The childminder works closely with parents to encourage children to try different foods and enjoy a healthy and varied diet.
- The childminder is very committed to providing high-quality care and education. She makes extremely good use of training and partnerships with other professionals to continue her own personal development, to the benefit of the children she looks after.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She takes effective steps to keep her safeguarding knowledge up to date. She has an accurate understanding of the signs a child may be at risk of harm or neglect. She knows how to share any concerns to keep children safe. She has a secure knowledge of wider safeguarding issues, such as the dangers to children or others 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:**

- review the timing of progress checks for children aged between two and three years in order to share this information in the most timely manner with parents so that they receive an accurate picture of children's progress
- improve the learning environment, considering more carefully the resources to make available, to help children focus better during times of self-chosen play.

## Setting details

<b>Unique reference number</b>	EY451694
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228725
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Carterton, Oxfordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for two- and three-year-old children.

## 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 the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the quality of education being provided.
- Parents shared their views and the inspector took account of these.
- The childminder provided the inspector with a sample of key documentation on request.

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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