

Childminder report

Inspection date: 6 May 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. They thrive in the welcoming home-from-home environment. There are lots of smiles and plenty of laughter exchanged between the children and the childminder as they play and learn together. Children show that they trust the childminder and see her as a source of comfort and reassurance. For example, they approach her for cuddles when feeling a little unsure around people they have not met before. The childminder's gentle words of encouragement help children feel confident to exchange smiles with visitors and show them their favourite toys. Children behave appropriately for their age. They are learning well about the simple rules and routines. For example, the childminder encourages them to help tidy up toys before mealtimes.

The childminder wants all children to achieve to their best. She plans a programme of learning that supports children to develop the skills and knowledge they need for the next phase of their learning. Children's language development is especially well supported. This is through an effective programme of reading, singing and modelling of new words and phrases.

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

- The childminder clearly identifies what she wants children to learn next. She then plans very effectively how she will sequence that learning, teaching children step by step the skills they need. For example, she plans how she will build on children's good non-verbal communication skills to teach single words and then longer sentences.
- The childminder has a very good understanding of how to support children who speak English as an additional language. She makes really good use of technology to enable children to hear and develop further their use of their home language. Alongside this, she helps extend children's vocabulary of words in English. This good practice has a positive impact on children's overall language development. It also helps ensure all children feel equally welcome and valued.
- Children develop a love of books. They often choose books to look at for themselves. They know how to turn pages. They point out pictures of interest. Children enjoy listening to the childminder reading to them and talking about what they can see. This has a positive impact on children's literacy development.
- Children show that they remember well what they have been taught. This demonstrates the effectiveness of the childminder's planning and teaching. For example, very young children remember the words and actions to songs the childminder has been teaching them over time.
- The childminder observes children closely and offers timely support to help them master new skills. This was illustrated when she focused her support on helping

children manoeuvre into a sitting position at the top of a slide. By teaching children how to do this she gave them the missing skills they needed to be able to use this piece of equipment independently.

- The childminder treats children with courtesy and dignity when meeting their personal care needs. This helps children to feel emotionally secure and valued. For example, before changing nappies she explains to children what is going to happen and lays everything out ready.
- Children are developing skills that support them to concentrate on and enjoy their learning. For example, children know that to get the most from singing times they need to sit facing the childminder and to listen and watch closely. Children show good levels of focus and concentration for their age.
- The childminder builds strong and effective partnerships with parents. She makes suggestions about how they can further extend children's learning at home. For example, she encourages parents to offer plenty of 'tummy time' for babies who are not yet crawling. She helps parents understand how this helps muscle control and coordination. Parents say how much they appreciate the support offered by the childminder.
- The childminder has only recently begun looking after children again. She shows a strong commitment to providing a high-quality service for children and their families. She recognises the value of making even more use of professional development opportunities to build further on her existing good-quality teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to keep her safeguarding knowledge up to date. She is able to recognise the signs that a child may be at risk of harm or neglect. She understands how to share any such concerns, to keep children safe. The childminder has a thorough understanding of wider safeguarding issues, including the risks to children of being exposed to extreme views or ideologies. She ensures her home is a safe, secure and suitable 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:

- enhance the use of professional development opportunities, to build further on existing good practice.

Setting details

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| Unique reference number | EY480048 |
| Local authority | Oxfordshire |
| Inspection number | 10228920 |
| 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 | 0 to 1 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 25 October 2016 |

Information about this early years setting

The childminder registered in 2014. She lives in Banbury, Oxfordshire. The childminder offers care from 8am to 6pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Sarah Holley

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 their evaluation of the provider.
- 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 these into account.
- 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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