

Childminder report

Inspection date: 9 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children benefit from being looked after by a childminder who understands the impact that the COVID-19 pandemic has had on some children's confidence around new people and in new surroundings. They receive very effective support to feel safe and secure away from the care of their parents or carers. Children receive visits from the childminder in their own home. They make as many visits to the childminder's home as they need before they begin attending regularly. Once children are settled, the childminder gradually introduces them to experiences where they can meet other children and adults. As a result of this effective practice, children form extremely warm attachments to the childminder. They also grow in confidence to meet new people, welcoming visitors into the childminder's home with big smiles.

Children behave appropriately for their age. They listen to the childminder and follow the simple routines in place to keep them safe. For example, children know to hold the childminder's hand when outside her home.

Children take part in a thoughtfully considered programme of learning experiences that meet their learning needs very well. Any gaps in progress are identified quickly and addressed swiftly so that all children can make the progress of which they are capable. The strong focus on younger children's personal, physical and language development means they are developing a good set of skills and knowledge in preparation for their future learning.

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

- The childminder gathers information from parents about what children know and can do before they start. She also observes children closely during their initial visits. This helps her to plan a curriculum suitable for their age and stage of development, right from the start.
- Children show that they are remembering well what they have learned. This demonstrates the effectiveness of the childminder's planning and teaching. For example, very young children remember the rhythm of songs. They make links between the puppets they choose and the songs they represent.
- Overall, the childminder supports children's language development very well. She speaks clearly and reads and sings regularly with the children. She ensures children who speak English as an additional language hear and use their home language as well as develop their understanding and use of English. Occasionally, the childminder does not leave enough gaps in conversations for very young children to think and try out the new words they are learning.
- Children show a great keenness to learn. They look forward to favourite activities. For example, children know that when the blue rug comes out it is

time for singing. They eagerly gather on the floor for this favourite learning experience.

- Children develop a love of books and stories. They make choices about the stories they want to hear and listen happily as the childminder reads to them. Children also enjoy looking at books independently. This developing interest in stories is preparing them well for later, when they will begin to learn to read and write.
- The childminder plans effectively for children's personal development. Children are proud of the skills they are learning. For example, they enjoy showing visitors how they wash and dry their own hands, having learned to rub the front, back and between the fingers. The childminder plans activities that teach children how to brush their teeth effectively. This helps to promote good oral hygiene.
- The childminder forms excellent partnerships with parents. She describes these as 'essential' to doing her job well. She sensitively evaluates children's home experiences. For example, she identifies when children will benefit from time and space to play energetically. The childminder finds out about languages spoken at home and takes this into account when assessing children's developing language skills. Parents are extremely grateful for the support she offers them and their children.
- The childminder is very committed to her role. She makes very good use of professional development opportunities to update her skills. She reflects on what she learns and uses it well to build further on her existing good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an accurate understanding of the signs that may indicate a child is at risk of harm or neglect. She knows how to share any concerns, and the importance of doing so promptly, to keep children safe. She has a secure understanding of a wide range of safeguarding issues, including the risks to children of being exposed to extreme views or domestic violence. The childminder minimises risks in her home to ensure a safe and suitable environment for the care of children. She supervises children closely at all times.

What does the setting need to do to improve?

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

- encourage children to practise the new words and phrases they hear, to extend further their developing language skills.

Setting details

Unique reference number	EY330169
Local authority	Oxfordshire
Inspection number	10132649
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2006. She lives in the Cowley area of Oxford. She offers care from 8am to 5pm, Monday to Thursday, 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 their intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- 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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