

# Childminder report

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Inspection date: 11 May 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

Plenty of love and cuddles allow children to thrive and form secure relationships with the childminder. Children receive endless praise and warmth during interactions. Quality reciprocal relationships mean that children's self-esteem and confidence are supported very well. Older children are loving and gentle towards toddlers and they are kind to each other. The childminder models good behaviour. She teaches the children to be respectful by modelling her respect for their views. They say 'please', 'thank you' and 'please may I have...' when speaking to each other. Children behave very well at this setting.

Children have daily opportunities to explore their local community. The childminder plans activities outside the home, to give children new social experiences. For instance, children go on trips to the park and library and visit a host of local attractions such as farms, palaces and wildlife parks. They meet new children and people and develop confidence in new social situations.

All children have regular opportunities to read stories and sing nursery rhymes. The childminder supports children's mathematical development. For example, as children carefully tip compost into flower pots ahead of planting sunflower seeds, the childminder uses mathematical language such as 'full' and 'empty'. This supports children's understanding of mathematical concepts effectively.

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

- 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 and communication skills. The childminder recognises that children benefit from social interaction and she plans experiences to support this. For instance, as local groups have not returned to pre-pandemic levels, she hires a hall on a weekly basis for a number of childminders and their children to meet, to support the children's social development.
- Children are confident communicators. Older children chat about a wide range of topics, such as animals and places they have visited. Toddlers interact well with children and adults. The childminder models correct language as they repeat what children say, and she introduces new vocabulary. However, on occasions, the childminder does not give children enough time to consider their responses to questions. For example, she asks one question and then asks a further question rather than waiting for the child to respond. This means that children do not have opportunities to express their own ideas, experiment and consolidate their understanding and skills.
- The experienced childminder arranges her home and resources effectively to

ensure that children can make choices in their play and learning. She has developed an ambitious curriculum for the children. She gathers useful information when children start at her setting. She uses this to sequence their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. This allows children to make good progress in their learning and show readiness for their next stage of learning.

- Partnerships with parents are strong. Many children and families have remained with the childminder for many years. The childminder keeps parents well informed about children's progress and offers ideas for learning in the home. 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 demonstrates a genuine enjoyment of her work. She works hard to maintain quality and extend her own professional development. For instance, she meets regularly with colleagues to talk about practice and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides.
- Children benefit from the strong links the childminder forms with other providers and local schools. For example, staff who care for the children at other settings share information about planning and activities, which the childminder extends. This supports continuity in children's learning and they move on to their future education with confidence.

## 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 a wide range of child protection issues, such as exploitation, extremism, radicalisation and county lines. The childminder carries out regular checks of her home and garden to ensure she provides 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.

## Setting details

<b>Unique reference number</b>	134360
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228256
<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>	10
<b>Date of previous inspection</b>	22 September 2016

## Information about this early years setting

The childminder registered in 1992. She lives in Witney, in Oxfordshire. The childminder offers before- and after-school care only on a Monday and Friday. On a Tuesday, Wednesday and Thursday she provides care from 7.30am to 6pm, all year round. The childminder receives funding to provide free early education to children aged three years. She holds a relevant level 3 childcare qualification.

## 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 their evaluation of the provider.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.

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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