

# Childminder report

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Inspection date: 11 May 2022

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<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 enjoy their time with this nurturing and loving childminder. They are settled and feel safe in her care. Children cuddle with the childminder as they look at picture cards and learn new words to describe different emotions such as 'frightened' and 'excited'. They copy the facial expressions they see in the pictures and have fun making the correct expression that the childminder describes. For example, they make beaming smiles when the childminder asks them to show a happy face and open their eyes wide as they pretend to be shocked. Children demonstrate their understanding of emotions and how to express their feelings.

Children make good progress in their learning and development. They enjoy taking part in the broad range of activities the childminder provides. They delight in playing musical instruments. They copy rhythms and explore the different sounds they can make. They play along to the songs the childminder confidently sings and enjoy moving their bodies to express themselves.

Children behave well. They are very polite and considerate, for their young age. They offer toys to each other. They play alongside each other and learn to take turns. Children are focused and engaged in the activities they take part in.

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

- The childminder encourages children to develop a love for books and reading. She is skilful in supporting children's early literacy skills. The childminder reads to children with enthusiasm and clarity. She uses animated voices to bring characters to life. Children repeat the new words they hear such as 'skunk' and 'aphids.'
- The childminder ensures children remember and understand what they have learned. For example, she asks children questions about the insects and birds they previously observed in the garden. Children recall spreading seed for the sparrows and spotting a wiggly worm in the soil. They learn about nature and the world around them.
- Children enjoy the mark-making activities the childminder provides. They show high levels of concentration as they carefully attempt to draw faces. Children talk to the childminder about the pictures they have created and describe the marks they have made. The childminder encourages children to express their own ideas and be imaginative.
- The childminder is extremely effective at supporting children that speak English as an additional language. She looks at books, sings songs and uses key words in their home language and makes links to these words in English. This helps children understand the English words they are learning. Children make good progress and are confident to interact with the childminder and their friends.

- The childminder supports children to learn about mathematical concepts such as shape, size and volume. For example, children learn the names of shapes and talk about the difference in size between a spoon and a ladle. However, she does not always use children's play and daily routines to deepen their understanding of numbers and counting.
- Children learn about healthy food choices. They enjoy sitting together at mealtimes and discussing the different foods they eat. The childminder encourages children to have regular drinks of water throughout the day and helps them to understand the importance of keeping hydrated.
- The childminder provides children with opportunities to be independent. For instance, she encourages the young children to help put away toys and resources and remember where things belong. They demonstrate their sense of pride and achievement when they do this for themselves.
- The childminder has good relationships with parents. She gathers information about children's experiences at home in order to plan for their learning. The childminder keeps parents updated on their child's progress and development. She shares ideas about how they can continue and build on children's learning at home.
- The childminder carries out regular training and research to improve her knowledge and skills. For instance, recent training has enabled her to build on the way she uses books and stories to better support children's communication and language. The childminder evaluates her practice to ensure the care and education she provides is always improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She has an up-to-date knowledge on local safeguarding procedures and how to report any concerns she may have about the welfare of a child. She knows how to identify signs that a child may be at risk from harm. The childminder ensures her home is safe and secure. She identifies risk and minimises hazards in her home and garden, such as removing a ramp that is slippery in wet weather. The childminder teaches children about online safety and how to express if they are worried about anything they see or experience.

## **What does the setting need to do to improve?**

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

- support children to develop a greater awareness of numbers and counting to further extend their mathematical skills.

## Setting details

<b>Unique reference number</b>	EY482632
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228952
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Bicester, Oxfordshire. The childminder is open on weekdays all year round. She holds a recognised early years qualification at level 3.

## Information about this inspection

### Inspector

Alice M Roberts

### 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector took into account written feedback provided by parents.
- The inspector observed the childminder's interactions with the children throughout the inspection.
- The childminder provided the inspector with 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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