

# Childminder report

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Inspection date: 12 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**

Children are settled and happy. They show that they are confident in the childminder's home. They help themselves to resources and express their own views about what they would like to do. For example, children tell the childminder that they would like to play outside as it is a nice day. There are warm, well-established relationships between children and the childminder. Children confidently talk to, and play with, their peers. They show that they enjoy the company of the childminder.

Children behave typically for their age. They receive calm and supportive interventions from the childminder when needed, such as when they struggle to share toys. Overall, children show a good understanding of what is expected of them. For example, children know that they need to pick toys up off the floor so that other children do not trip over.

Children benefit from lots of interesting and useful learning opportunities. The childminder has clearly identified the gaps in children's experiences. For example, she has identified that, due to national lockdowns, many children had fewer opportunities to explore their local community. She plans trips to shops, libraries and cafes. Children learn a lot from these outings. They learn to handle money. They develop an understanding of the different behaviour expectations there are in different places.

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

- The childminder consistently supports children's language development well. She instinctively models words and phrases clearly. She uses children's names when addressing them directly. This helps children focus on what she is saying. The childminder adapts her interactions with children, taking account of their developmental stage. For example, she uses clear, single words with younger children and more complex sentences with older children. This good practice helps all children's vocabulary and pronunciation.
- Children develop a love of books and stories. They show excitement when the childminder offers to read to them. They ask for favourite books and gather together eagerly on the floor. Children are inquisitive about what they hear and see. They ask questions about the illustrations and wonder out loud what else might happen to the characters once the story has finished. These skills are good preparation for later literacy learning.
- The childminder carefully plans a range of experiences that will all contribute to children's developing knowledge. For example, children visit woods to see bluebells, visit garden centres and learn to fill containers with soil and pour water accurately. This means that when they come to plant and tend seedlings,

they have much of the knowledge and many of the skills they need to do so successfully.

- The childminder identifies the skills and knowledge children will need to make a successful move to nursery or school. However, she does not always grasp opportunities to help children fully develop some of these skills. For example, she does not always explain to children the importance of sitting comfortably and not disturbing others, when they first gather together as a group.
- Children show a positive attitude to their learning. They show their curiosity through the questions they ask and their willingness to listen to the answers. They keep trying as they practise developing skills. For example, children concentrate hard as they work out how to apply the right amount of pressure to push dough through tubes.
- Children gain a secure understanding of the need to follow good hygiene routines. They know to wash their hands before eating or after playing outside. The childminder works effectively with parents to support toileting. Children become increasingly independent in managing this part of their personal care.
- Parents are very complimentary about the care their children receive. They feel well-informed about their children's time with the childminder. They report that their children talk excitedly about the things they do and the outings they go on. Parents value the time the childminder takes to get to know their children before they start full time in her care. The childminder is not yet maximising these strong relationships to provide parents with suggestions about how they could further enhance children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She has an accurate understanding of the signs that may indicate a child is at risk of harm. For example, she understands the changes that may occur in children's physical appearance or behaviour if they do not feel safe at home. The childminder knows how to report any such concerns, and understands the importance of doing so promptly, to protect children. She knows what she must do if an allegation were to be made against her or a household member. She ensures her home is safe and secure and 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:**

- make more consistent use of opportunities to teach children the skills they need to sit and listen well in a larger group, to enable them to further regulate their own behaviour at these times
- build on existing partnerships with parents, to offer more precise support to

further extend children's learning at home.

## Setting details

<b>Unique reference number</b>	EY375727
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228468
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	7 November 2016

## Information about this early years setting

The childminder registered in 2008. She lives in Didcot, Oxfordshire and operates from Monday to Friday, 7.30am to 5.30pm, 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 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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