

# Childminder report

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Inspection date: 16 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 happy and confident. They settle quickly and form strong attachments with the nurturing childminder. Children behave well. The childminder treats them with kindness and consideration and, as a result, they think of others. For example, children share scoops and spades so that others can join in.

All children develop a love of books. For example, they listen attentively to the childminder's excellent story telling of 'Jasper's beanstalk'. She skilfully uses questioning to help children to recall what they remember about the story and how they planted their seeds earlier in the day. The childminder ignites toddlers' interest in reading by using books of their interest. For instance, younger children show a particular love of books with animals and they show great delight in looking at the pictures with her.

Children demonstrate high levels of independence. For instance, they competently peel and chop their own fruit at snack time and are adept at pouring water from the small china jugs into their cups. Older children can put on their own shoes when they want to go outside. They show care and respect for their younger peers by helping to find cuddly toys for them when they are upset. The childminder praises children for their independence, which helps them to develop their self-esteem.

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

- The childminder demonstrates a genuine enjoyment of her work. She has worked hard to communicate well with parents and children throughout the COVID-19 pandemic. For example, she delivered activity packs and resources to the children and their families. In addition, favourite books were read and recorded for children to hear and see.
- The childminder is committed to provide a home-from-home experience, where children feel content and settle quickly. She knows what she wants children to learn and offers high-quality care and education. The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting, and 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. The childminder exchanges useful information about children's achievements regularly. She shares resources, such as books, with parents so that children can enjoy familiar stories and extend their learning at home.

- The experienced childminder reflects on her practice and is motivated to continue her own professional development. She constantly reflects on her practice and carries out extensive training to update and develop her teaching skills. This has enhanced how she reflects on the different ways children learn and how she delivers intended learning.
- Overall, the childminder places a strong focus on children's language development. She continuously encourages thoughtful and engaging conversation, models correct sentence structure and introduces new words. The childminder provides good interactions with children to support their learning. However, at times, although younger children are happy, the childminder does not fully engage them during some pursuits. For example, older, more confident children can dominate some planned activities. This means the younger children have less opportunities to express themselves and help further extend early conversation skills.
- Children are taken to places of interest around the local community, which successfully broadens their range of experiences. For example, children visit the library regularly and enjoy the many trips to local parks and woodlands.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, they learn the importance of handwashing before meals and after using the toilet. The childminder teaches children about healthy and unhealthy food choices, as they learn why they need to brush their teeth frequently and how too much sugar is not good for their teeth.

## 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. The childminder is aware of child protection issues, such as exploitation, extremism and radicalisation. She has a thorough understanding of local safeguarding procedures. The childminder supervises children well and regularly risk assesses her home to ensure the children in her care are safe.

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

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

- provide opportunities to further support and challenge the learning of younger children.

## Setting details

<b>Unique reference number</b>	EY448222
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228683
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Abingdon, Oxfordshire. The childminder holds a recognised early years qualification at level 3. She provides care between 7.30am and 5.30pm Monday to Thursday throughout the year, excluding family holidays and bank holidays. The childminder receives funding to provide free early education to children aged three years.

## Information about this inspection

### Inspector

Amanda Perkin

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- 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 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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