

Childminder report

Inspection date: 24 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop very secure attachments with the childminder. They confidently approach her for cuddles. Children laugh with delight as the childminder joins in their games, such as dancing to music. The happy and relaxed demeanour of children shows they feel safe in the childminder's care.

Children behave typically for their age. They show an age-appropriate understanding of the simple house rules. For example, children know to take their shoes off indoors and to wash hands before meals. When needed, the childminder reinforces her expectations for behaviour clearly and with good humour. For example, she reminds children not to jump on furniture and offers them the alternative of jumping on the floor. This helps children understand that jumping is allowed but jumping on furniture is not.

Children benefit from a curriculum that is planned to meet their specific developmental needs. The childminder focuses her teaching closely on the areas of learning where children need the most support. This helps close gaps in learning very effectively. This is illustrated in the rapid progress some children make in their personal, social and communication development. Under the nurturing and skilled guidance of the childminder, children learn many new words, become confident to express their needs and begin to play purposefully and cooperatively.

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

- The childminder makes especially good use of the progress check for children aged two years. She thoughtfully draws together everything she knows about children's learning, to provide parents with an accurate view of their child's progress. She then adjusts her curriculum very effectively to help close any identified gaps in learning.
- The childminder is a good role model for children's developing language skills. She speaks clearly and precisely. She leaves plenty of gaps in conversations to encourage children to practise what they are hearing. Children enjoy using the names of animals they have learned. They confidently ask simple questions about what they see. This shows they are keen to continue to acquire more language.
- Children show they are developing a love of books. They regularly bring them to the childminder, who prioritises reading with children, knowing how important it is for children's language and literacy development.
- The childminder makes good use of spontaneous opportunities for learning. For example, on the day of the inspection children were enthralled as they watched building materials being delivered to a neighbour. The childminder used the opportunity to introduce new words and encourage children to make predictions.

Children thoroughly enjoyed sharing their ideas about how the builders might move the materials off the lorry.

- Overall, the childminder provides an inviting learning environment. Sometimes she does not eliminate all unnecessary background noise, to help children fully concentrate. For example, sometimes she leaves nursery rhymes playing while she reads. Some children become distracted by this, which has an impact on them listening to stories from beginning to end.
- Children show a positive attitude towards learning. They show enjoyment as they play and learn. Children focus well as they play simple board games with the childminder and each other. They show excitement when the childminder makes suggestions about what they might like to do next.
- The childminder helps children to assess and manage risks, and to gain an awareness of their own personal safety. For example, she helps children find ways to climb low ladders safely. She focuses on teaching children about road safety when out and about in the local community.
- Parents speak very highly of the childminder. They value her advice and support and recognise the impact this is having on their children. For example, parents value the support the childminder offers with toilet training and reducing dummy use.
- The childminder has a positive attitude to her own professional development. She makes use of forums and completes her own reading to develop her practice. This helps ensure she can continue to meet the needs of children well. For example, she has developed a deeper understanding of how to support children's language development, to best support the children she looks after.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her safeguarding knowledge up to date. She has an accurate understanding of the signs that may indicate a child is at risk of harm or neglect. She has a good knowledge of the potential dangers to children of being exposed to extreme views or being drawn into risky situations. The childminder knows how to share any safeguarding concerns, to keep children safe. She knows what to do, and who to inform, if there was ever a concern about her own conduct, or if she had concerns about another professional working with children. The childminder ensures her home is safe and secure.

What does the setting need to do to improve?

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

- minimise unnecessary background noise, to further support children to focus on their learning.

Setting details

Unique reference number	134657
Local authority	Oxfordshire
Inspection number	10228260
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	5
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 1999. She lives in Didcot, Oxfordshire. The childminder offers care all day, Monday to Friday, 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 her 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 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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