

Childminder report

Inspection date:

7 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy to see the childminder. She knows them well and a respectful, caring relationship is evident. Children are confident, for example, they chat back and forth to adults and peers about their day at school planting trees.

Children's behaviour is exemplary, with the eldest supporting the youngest children by role modelling behaviour expectations. For instance, when children share a toy they ask one another 'Would you like a turn next?' This means that children enjoy their play and learn skills for future learning. Children's independence is strong and they work well together. For example, they choose to play with a robot and work together programming the direction of the toy, taking turns for long periods.

Children share their rich set of experiences and their understanding of their community on the Royal Air Force (RAF) site. They excitedly talk about riding in helicopters and dressing up in camouflage gear. Children have a good understanding of what makes them unique. Their emotional well-being is supported well by the childminder. She explains that when parents go out of the area for work, she sticks notes on the stair banister, so that children can count down the days until their parent will return.

Children excitedly describe how they made a dance show for their friends at the childminder's. They explain that it took them weeks to practise and make the music. Children articulate well what they know and can do. They make strong friendships and work together in their play for shared outcomes.

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

- The childminder prioritises children safety and completes robust risk assessments. For instance, good procedures are in place if an emergency situation arose on the RAF site and the childminder carries out daily checks on her premises. The childminder is aware of the importance of teaching children about the safe use of digital devices.
- The childminder knows the children and families well and they have strong supportive bonds. For instance, she shares how she offers a listening ear to children and parents who have moved to the area recently. She allows more time at pick up for parents who need her help. The childminder has effective links with the schools that children attend. She speaks with teachers as she collects children, sharing any relevant information.
- The childminder is proactive in her own professional development, which improves her skills and knowledge over time. She plans a range of activities and

experiences that give children choice and meet their interests. For example, while some children create a complex, imaginative game on the trampoline, others make their own milk bottle fairy houses. Meanwhile, another group of children are engrossed in conversation in the 'Wendy House'. The result is an atmosphere that is calm but exciting, with children who have positive attitudes to play and learning.

- Children listen intently and respond positively to adults and others. For instance, at snack time they discuss openly and excitedly about their extracurricular activities, such as martial arts, and their achievements in these. Resulting in all children learning about new concepts, such as gradings, and hearing new vocabulary.
- Relationships between children, parents and the childminder reflect a positive and respectful culture. Parents feedback that the childminder is friendly and sympathetic. She supports their family with flexibility and understanding. They say that the children view the childminder setting as a home from home.
- Effective organisation promotes children's confidence, resilience and independence. For example, children happily come straight in from school, They gather what they need for their play from the large range of resources accessible to them.
- Children have secure attachments with the childminder. She focuses on their well-being. All of the children arrive with smiles and laughter, and enjoy telling the childminder about their day. The childminder listens and responds, adding thoughts and stories to support their thinking. Children feel listened to and valued for their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks to ensure the environment is safe at all times. She attends regular safeguarding training and is aware of safeguarding issues, such as how children can be exposed to being radicalised. The childminder has a strong understanding of potential signs and symptoms of abuse. She knows how to report concerns over children's welfare. The childminder is confident in ensuring children are safe when walking to and from school. For example, she regularly discusses road safety with the children and teaches them to stop at a curb each time.

Setting details

Unique reference number	2556748
Local authority	Oxfordshire
Inspection number	10239255
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	5 to
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives at RAF Benson, Oxfordshire. She operates Monday to Friday, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Mandy Cooper

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of childminder.

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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