

# Childminder report

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Inspection date: 15 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel safe, secure and relaxed in the childminder's home. They move confidently between indoors and the garden. They know where to find the toys and resources they wish to use. They play happily with each other and enjoy the interactions with the childminder. The happy and relaxed atmosphere has a positive impact on children's sense of well-being and belonging.

Children behave appropriately for their age. They are learning well how to take turns and share. They remember to ask for things politely. They listen well to what is asked of them and happily comply. For example, children gather together what they need before going into the garden.

Children benefit from spending time with a childminder, who is very confident and effective in supporting their developing language skills. The childminder places a high priority on this aspect of children's development. She understands that listening is as important a skill as talking. She teaches children to be alert to noises they hear and to distinguish between different sounds. Children routinely stop and listen when outside. They enjoy working out if they can hear an aeroplane or a car. This also prompts lots of talk and conversation. As a result of the good quality language teaching, children are developing well into confident communicators.

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

- The childminder understands the steps children go through as they acquire and learn more words and phrases. She adapts her interactions very well in response to the individual stage each child is at. She is especially effective at supporting children as they transition from using gestures and sounds to using more words to communicate their needs.
- The childminder builds an accurate understanding of what children can do. For example, she knows if they can use scissors, hold a pencil and climb steps. She sometimes misses opportunities to assess the knowledge children are also acquiring from her teaching. For example, she plans activities for children to learn about weddings. However, she does not always check back on what they have remembered about this topic. This affects her ability to make more detailed assessments about children's learning.
- The childminder adapts her teaching well to the different ages of the children she looks after. For example, with younger children, she focuses on them hearing numbers recited in the correct order. With older children, she begins to teach the skills of counting and estimating.
- Children develop good levels of independence. The childminder sequences this aspect of children's learning very well. For example, she breaks down the skills children need to put on their own shoes. She teaches them how to wiggle their

toes into position and pull the shoe into a comfortable position.

- Children show pride in their achievements. The childminder values what they do and offers praise and encouragement to help children feel good about themselves. For example, children beam with pride as they show the cards they have made for a friend.
- The childminder plans well to ensure that children get plenty of fresh air and exercise, to help them build healthy habits. For example, she limits the use of a buggy when out and about. She encourages children to walk as much as possible and plans trips that will make this fun and enjoyable for them.
- The childminder wants to do a good job. She keeps her statutory training up to date. She recognises that she is not as proactive as she could be in seeking out further professional development opportunities to further build on her existing good practice.
- Partnerships with parents are strong. There is a mutual appreciation between parents and the childminder of the role each plays in children's lives. The childminder offers support and advice that parents report is extremely useful. For example, they appreciate the help they receive in regard to children toilet training and eating and drinking healthily.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places the highest priority on keeping children safe. She attends regular safeguarding training to ensure that her understanding of child protection remains up to date. She confidently talks about the signs that could indicate a child is at risk of harm. She knows what to do with any concerns, including where she can seek further advice or support. She ensures that her home is safe and secure and supervises children suitably when they are in her care.

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

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

- make better use of opportunities to check what children are learning and remembering, to build an even more accurate assessment of children's progress
- seek out further professional development opportunities, to further build on existing good practice and teaching.

## Setting details

<b>Unique reference number</b>	2552918
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10232049
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Hailey, close to Witney, in Oxfordshire. She offers care all day, Monday to Thursday, throughout the year. The childminder holds a relevant childcare qualification at level 3. She occasionally works with an assistant.

## 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.

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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