

Childminder report

Inspection date: 28 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and confident learners. They develop secure attachments with the childminder and benefit from her exceptionally high expectations. Children respond superbly to the childminder's nurturing and supportive approach and they follow her example, using consistently excellent manners. Children are kind, helpful and respectful towards one another. For example, older children recognise when younger children need help to find toys of interest. They do not hesitate to help their peers, taking them to the playroom to help them find the vehicle they are looking for.

Children are highly motivated and eager to learn. They develop an exceptional understanding of how they are unique. They learn about the community in which they live and begin to recognise important landmarks on outings. Children learn about how they can travel using transport to other local areas. Children develop an excellent understanding for their age about people and communities. They begin to explore similarities and differences in festivals, such as by learning about the significance of light in celebrations, birthdays, Diwali and in fireworks.

The childminder has equally high ambitions for all children who attend. Children make rapid progress as a result of the well-sequenced and interesting curriculum she delivers to ensure their experiences, knowledge and skills build over time.

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

- The childminder ensures the curriculum meets children's needs superbly and helps them to develop skills, which her own research demonstrates are local and national concerns. For example, the childminder knows children need to develop secure small-muscle skills. She plans high-quality opportunities to strengthen their hand muscles in preparation for writing. Children persevere using a pincer grip to carefully pick up cotton reels, stack and thread them. They also practise larger movements, using paint brushes to make lines and shapes on the ground.
- The childminder reflects exceptionally well on children's development. She recognises that children lack life skills due to the COVID-19 pandemic. She has increased opportunities for outings, such as to the shop or library, to help children learn to adjust to everyday social situations. Children now demonstrate their increasing confidence on outings.
- The childminder takes swift action to help children when they struggle with emotions at times of change during the day. She discusses routines and explores underlying issues with parents. She plans positive solutions that are targeted very successfully. This motivation and encouragement helps children keep trying, even if they encounter difficulties.
- The childminder teaches children the language of feelings superbly. For

example, children learn to identify feelings such as 'nervous' and 'worried'. They describe the impact of feelings on their bodies. They begin to recognise if they have a 'swirling tummy' this may mean that they are worried or nervous. The childminder has ambitious plans to develop this practice further and teach children more ways to regulate their emotions.

- The childminder seamlessly embeds the skills children need for their future learning. For example, she wants children to be independent learners. She promotes this across all activities and young children complete an exceptional range of tasks in relation to their age. For example, they fetch tissues, wipe their nose and wash their hands afterwards. They persevere to open pots of fruit at snack time and peel bananas. They learn to dress and undress as part of nappy changing routines.
- The childminder has an outstanding attitude to continuous improvement. She seeks purposeful professional development. For example, she has completed sign language training to support younger children. The childminder has shared her learning with parents and professionals at other settings children attend. This is highly effective, as it ensures a joined-up approach. As a result, children are now using simple words with sign language to communicate their wants and needs.
- The childminder is passionate about developing children's talents and interests. She recognises young children's love of drawing and when their creative skills exceed expectations for their age. To develop this talent further, the childminder provides a wide range of stimulating mark-making resources, so that children can explore tools, colour and texture. She demonstrates new skills to help children to experiment and build on their talents even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust procedures in place to ensure her home is safe for children. For instance, she conducts daily checks to minimise risks and ensure toys and equipment are suitable for use. She regularly practises a fire evacuation procedure, to help ensure children can respond in an emergency. The childminder has a secure knowledge of local safeguarding partnership procedures to follow should she have concerns about children or should an allegation be made. She has a secure awareness of local safeguarding issues, particularly in relation to the impact of COVID-19 on mental health.

Setting details

Unique reference number	2566185
Local authority	Oxfordshire
Inspection number	10232190
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the village of Little Bourton, near Banbury. She operates all year round on Monday and Tuesday from 7.30am to 5.30pm. The childminder has qualified teacher status.

Information about this inspection

Inspector

Lisa Dailey

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 talked to the childminder about how she organises the curriculum.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about their activities. The childminder considered the written views provided by parents on the day of the inspection.

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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