

# Childminder report

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Inspection date:

14 July 2022

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

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

### The provision is outstanding

Children are extremely happy and secure at this exceptional setting. The provision is expertly planned and offers many spaces for children to play and explore. The children have ample opportunity to develop their learning and thinking. For instance, they enjoy a wealth of books, engaging in story times as they snuggle into 'Big Ted'. Children demonstrate an excellent awareness of previously learned experiences. When a butterfly lands on a child's hand in the garden, children become animated as they talk about their visit to a tropical butterfly house. They are given the opportunity to explore, helping them to successfully build upon skills that secure knowledge for their future.

Children are deep in thought as they expertly create a model with moving cogs. They talk with each other and, with caring support from the childminder, manage to achieve what they set out to do. The children are inquisitive and demonstrate a high level of motivation. They significantly benefit from caring and trusting relationships with the childminder. They are given great support emotionally and physically, and their behaviour is excellent. Children's personal development is greatly enhanced and their wellbeing is exceptionally well supported. Children feel comfortable to express their feelings. They communicate openly and honestly and are supported to feel more confident and build upon their emotional resilience. This helps prepare children for upcoming challenges, such as a move to school.

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

- Relationships are extremely strong. The childminder supports the children to become confident learners. Children are given time to respond to questions and encouraged to share their thoughts and opinions. They flourish in the safe and nurturing environment.
- The childminder integrates a wide-range collection of stories, rhymes and songs into the day. Children sit engrossed in story after story, repeating text and talking about new words. Their language skills are enhanced as they explore the meaning of new concepts, such as the word 'timid'. They concentrate for significant amounts of time, showing high levels of fascination as the childminder gets them to count the number of objects throughout the story.
- The childminder knows children well. She ensures the well-established curriculum supports their individual needs extremely well. The childminder recognises the central importance of nurturing relationships to help children feel secure and engage fully in their learning.
- Parents report excellent relationships with the childminder. They recognise that their children are very happy to attend and often do not want to leave at the end of the day. Parents report that children have formed close bonds with the childminder. Parents state that the home-from-home environment is 'perfect'.

Partnerships with parents are effective. Parents feel they receive excellent communication about their child's learning and development through WhatsApp groups. They share stories and photographs so that learning is a partnership between home and setting.

- Children experience a range of stimulating activities. They practise balancing on low-level beams and using smaller muscle groups when playing in the sand and water trays outside. Children have access to ride-on toys, trikes and balance bikes in the garden. They also take trips to the local park, attend a toddler group at a local church and occasionally visit historical parks. These experiences offer a rich learning environment that helps secure learning for their future.
- Children learn about being healthy. They feed a 'hungry monster' using food cards, choosing which healthy foods will make him happy. The childminder also provides oral health activities, such as removing dried up play dough as plaque from large teeth models with dental tools. Children know that some foods are healthy, such as fruits and vegetables. They also know what to eat in moderation, such as sweets and cake. This is seen in the healthy lunch boxes that the children bring with them to the setting.
- The childminder has built excellent relationships with the local schools, valuing the importance of these relationships to meet children's needs when transitioning to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in keeping children safe. All of her training is updated regularly and she displays this for parents to see. She articulates signs and symptoms that may indicate a child might be at risk of harm. She clearly knows the reporting procedures and who to call with any questions or queries should she have any concerns about a child's welfare. This includes how to respond if children are exposed to extremist views and activities. She completes a daily walk about to ensure the premises are safe and secure, and follows stringent security measures throughout the day to ensure children are monitored and kept safe at all times. Children are encouraged to keep themselves safe, such as washing their hands regularly.

## Setting details

<b>Unique reference number</b>	2547134
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10232018
<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>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Marcham, Oxfordshire. The childminder works Monday to Thursday, from 7am to 6pm, all year round. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Stephanie Dorling

### 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 held discussions with the childminder.
- The inspector observed children in play with the childminder.
- A learning walk was conducted of the areas used for childminding.
- The inspector held conversations with the children.
- Discussion with a parent took place and their view considered. Written parent testimonials were also gathered by the childminder and read by the inspector.

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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