

Childminder report

Inspection date: 25 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children build warm attachments with the childminder, who is caring and enthusiastic in her approach. Young children demonstrate that they feel safe and secure in the childminder's home. They smile at the inspector and happily engage with the childminder. Children benefit from many opportunities to develop vocabulary in their home language and English. They are given time and opportunities to learn new vocabulary and practise known words. Activities are carefully planned with this in mind, and children are regularly praised for their achievements. Children know the routines well and behave positively. This is because the childminder has consistent expectations of all children.

Children make progress in their learning and development. They benefit from the childminder's commitment to understanding and supporting their individual needs and interests. For example, they are fascinated when the childminder demonstrates a variety of cars and vehicles that are accessible to support children's interest in transport. Children are eager to choose what they would like to do and are learning to increase their periods of concentration. Children develop their hand-to-eye coordination and fine-motor skills as they experiment with sounds using different musical instruments. Children are motivated to learn and keen to make discoveries.

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

- The childminder has worked hard to address the actions raised at her last inspection and has made positive changes. She has sought advice from the local authority and attended training to help strengthen her knowledge, skills and understanding. The childminder is reflective of her practice and describes further improvements that she wishes to make to her setting, such as more natural learning opportunities and resources.
- The childminder understands the importance of settling-in procedures. This gives her opportunities to find out about the children's home lives and talk to parents about their families, children's likes, routines and preferences. This helps to support children's smooth transition and enhances their sense of belonging.
- The childminder understands how to help children to learn and develop. She uses observations to plan for what children need to learn next. However, at times, the childminder does not fully focus on the intent and the implementation to target each child's learning needs as effectively as she could.
- The childminder supports children's communication and language development. She talks to children as they play and demonstrates the correct use of language. The childminder is willing to go above and beyond and models words in English and Spanish for those children who are learning to speak English as additional language. For example, as young children point to the pet rabbit, the childminder goes out of her way to find the word for rabbit in Spanish.

Furthermore, she expertly models counting 10 ladybirds in Spanish. This actively promotes children's developing vocabulary.

- The childminder manages children's behaviour well. Children quickly respond to the childminder's guidance and instructions, which shows their embedded understanding of rules and boundaries.
- The childminder provides healthy snacks and meals throughout the day. Children learn about the importance of oral hygiene and use model teeth in their play. This means that children are learning about healthy lifestyles.
- Children develop good physical skills and learn about the wider world. They meet different people and visit new places. Children learn to celebrate similarities and differences with their friends and people in the community. Children spend a lot of time out and about. They visit the local toddler groups, museums, botanical gardens and parks.
- The childminder occasionally works with an assistant. However, she has not fully considered ways to share ideas and discuss practice, or to review ongoing performance in order to enhance her assistant's knowledge further.
- Partnerships with parents are strong. Parents' comments are very complimentary and describe how the childminder's setting is a 'home-from-home' environment. They comment on the progress their children have made and feel well informed about their children's activities and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands a range of safeguarding issues, including radicalisation and female genital mutilation. She understands indicators of abuse and the procedures that she must follow if she has a concern. Risk assessments are completed to ensure that the children remain safe in the setting and on outings. The childminder ensures that she completes all mandatory training, including updating her paediatric first aid and wider child protection awareness. Children manage risks in the environment. For example, they are encouraged to tidy toys away to ensure that there is enough safe space to play. Children are supported with how to keep themselves safe.

What does the setting need to do to improve?

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

- continue to plan an effective curriculum, and consider more closely the impact of the activities to focus precisely on the outcomes for children
- review the effectiveness of the assistant's practice and their continual professional development to identify suitable opportunities to help improve practice.

Setting details

Unique reference number	EY426837
Local authority	Oxfordshire
Inspection number	10238003
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	8
Date of previous inspection	30 March 2022

Information about this early years setting

The childminder registered in 2011. She lives in Cowley, Oxford. She offers care from Monday to Friday, 7.30am to 5.30pm, throughout the year.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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