

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

The provision is good

All children are happy and confident in this warm, homely and welcoming setting. They settle quickly and form strong attachments with the nurturing childminder. Children behave well. They benefit from plenty of praise and encouragement from the childminder, which boosts their self-esteem even further.

Children show independence as they make choices about where they would like to learn. The childminder prepares the indoor and outdoor environment with stimulating experiences, which capture children's interest. For example, young children show delight when they successfully use the pipettes to move different coloured water from one tube to another. The childminder praises children when they persevere and take on new challenges. This helps them to extend their skills and they develop confidence in their own ability.

Throughout the COVID-19 pandemic, the childminder has ensured that children have continued to access a wide variety of interesting activities. For example, she adapted her outdoor area to extend the range of experiences available for all children in her care. For instance, she made enhancements to the outside environment, including the creation of an outdoor undercover area. This has helped children to continue to make good progress in their learning and development.

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

- The childminder demonstrates a genuine enjoyment of her work. She works hard to maintain quality, extend her own professional development and makes continuous improvements. She keeps her knowledge and skills up to date, such as through completing training and meeting with childminders and pre-school staff, to share good practice. Consequently, children benefit from fresh ideas and resources that inspire their learning.
- The childminder regularly engages children in meaningful conversations. For example, during a water play activity she introduces the word 'evaporation' and explains the meaning of the word in context to their play. This helps children to acquire a large vocabulary and an understanding of the world around them. However, the childminder acknowledges that there are times when she does not seize opportunities to enhance children's spoken language. She does not consistently implement her aims to sensitively correct children's pronunciation and to help them learn to master the use of different tenses.
- Partnerships with parents are strong. Parents leave very positive feedback and appreciate the reassurance and support given by the childminder. The childminder keeps parents informed of their child's progress through daily feedback.

- Children who speak English as an additional language are supported well. For example, parents share common key words in their home language and the childminder uses visual prompts to further support children's language development.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children benefitted from a visit from a dental hygienist to talk about the importance of caring for their teeth.
- Positive behaviour is promoted effectively by the childminder. She speaks calmly to children, providing lots of positive praise for their use of good manners. The childminder has clear routines that she expects children to follow, such as 'If I cannot see you, I cannot keep you safe.' Children listen and respond consistently well.
- The childminder knows the children well. She uses their interests to provide a motivating learning experience. The childminder understands what she needs to do to help children move on to the next stage of their learning. However, on occasion, the childminder does not give children enough time to consider their responses to questions. For example, she asks one question and then asks a further question rather than waiting for the child to respond. This means at these times children do not have opportunities to express their own ideas, experiment and consolidate their understanding and skills.
- The childminder values the importance of developing children's early reading skills. Children enjoy learning about the community as they visit the library to choose stories and take part in singing sessions. They take part in local initiatives, where they search for books that are hidden and then leave books for others to find.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation as well as county lines and female genital mutilation. The childminder has a thorough understanding of local safeguarding procedures. The childminder supervises children well and regularly risk assesses her home.

What does the setting need to do to improve?

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

- extend the support for children to learn to pronounce words correctly and to construct sentences, to improve their language skills further

- place more focus on making sure that children have the time they need to listen, think and respond during interactions.

Setting details

Unique reference number	EY461188
Local authority	Oxfordshire
Inspection number	10228808
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 2013. She lives in Shilton Park, in Carterton, Oxfordshire. The childminder works on Monday to Friday, 8am to 5.30pm. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector took account of the views of parents in their written comments.

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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