

Childminder report

Inspection date:

26 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder discusses how she decides what she wants children to learn when they attend her setting. She talks about how she gets to know children well and finds out information about their needs, interests and stage of development. The childminder explains how she uses her detailed knowledge of each child to provide appropriate learning experiences and activities to support their progress.
- The childminder describes the importance she places on supporting children's communication and language skills. She explains how she supports children to learn new vocabulary and develop fluency and the confidence to talk. For instance, she describes how she models language, reads and sings to children and encourages them to have conversations with one another. She recognises the impact this has on preparing children for their next stage in learning.
- The childminder discusses how she encourages children to be physically active. She talks about ensuring children spend plenty of time outside, benefiting from fresh air. For instance, she describes how she encourages children to climb, exercise and play ball games. She recognises the importance of children developing their core strength and agility to make good progress in their physical development.
- The childminder talks about helping children feel secure and develop a sense of belonging in her home. For instance, each child keeps their own sketch books at the setting. They can express themselves using a wide range of resources to create images. She explains how she encourages children to share their creations and celebrates their talents. Therefore, supporting children to feel valued and take pride in their achievements.
- The childminder discusses how she has high expectations for children's behaviour. She describes how she encourages children to understand how each other feel and the impact of their actions on others. The childminder talks about how she would manage challenging behaviour in a gentle and sensitive manner. She explains how she would help children develop a sense of what is right and wrong.
- The childminder explains how she supports children to make healthy choices around screen time. She shares information with parents about screen use and online safety. The childminder describes the age-appropriate conversations she has with children. For instance, helping them recognise the dangers they may encounter online and how to keep themselves safe.
- The childminder evaluates her provision to make improvements. She makes use of online resources and childminder support groups to seek out new ideas to deliver activities and experiences. The childminder identifies that she would like to do more training and further her professional development. She recognises the positive impact that this would have on enhancing her skills and knowledge to an even higher level.
- The childminder explains how she works in close partnership with parents and other settings that children attend. For instance, she provides parents with ideas

to support children's learning at home. The childminder finds out about what children have been learning during their time at pre-school. She understands the importance of having consistency in care and learning to help promote positive outcomes for children.

- The childminder understands her responsibility to keep children safe. She is aware of the signs that indicate a child might be at risk of abuse or harm. The childminder knows the procedures to follow if she were concerned about the welfare of a child. She keeps her safeguarding training and knowledge up to date.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	134374
Local authority	Oxfordshire
Inspection number	10228258
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	3 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 1993 and lives in Witney, Oxfordshire. The childminder offers care each weekday, between the hours of 7am and 6pm throughout the year. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Alice M Roberts

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the safety and suitability of the premises.
- The childminder discussed with the inspector how she evaluates her service to ensure continuous improvement.
- The inspector held discussions with the childminder about her safeguarding knowledge and reporting procedures.
- The childminder and the inspector discussed how she supports partnerships with parents, children's behaviour and children's learning.
- The inspector viewed written accounts provided by parents and older children that attend the setting.

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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