

# Childminder report

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Inspection date: 11 October 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children are happy and confident with this kind and nurturing childminder. They have warm and caring relationships with her and other children in her care. Children demonstrate a positive attitude to learning as they explore the activities that are on offer. They benefit from a range of opportunities to develop physical skills that the childminder plans from their individual next steps. Younger children demonstrate their developing concentration and small-muscle skills as they carefully knead dough and use a range of tools to cut, roll and make their chosen shapes. Children show excitement in the garden. For example, they are able to wave and blow through the bubble wand to create bubbles. Children giggle with delight as they chase and pop the bubbles with their friends.

The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. Following the national restrictions, she has identified that some children need support to develop their social and communication skills. In addition, she has made changes to her practice, and parents continue to collect children at the door rather than enter the premises. The childminder reflects that this also supports children to settle into their routines more effectively. The childminder has high expectations, and the children behave very well. She is encouraging and praises the children for their efforts.

### **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 keeps her knowledge and skills up to date. For example, she attends training and completes webinars. The childminder identifies further training to attend and meets with other childminders to share good practice.
- Partnerships with parents are strong. Parents leave positive feedback and appreciate the reassurance and support given by the childminder. They comment on her 'excellent childcare' and praise her hard work to keep in touch with them during the COVID-19 pandemic
- Communication and language are supported well. For instance, the childminder engages in conversations with children throughout the day and skilfully asks them open-ended questions at appropriate times during activities. However, on occasion, the childminder does not give quieter children enough time to consider their responses to questions. For example, she asks one question and then directs it to a child who may be able to answer, rather than waiting for quieter children to respond. This means that, at these times, children do not have opportunities to express their own ideas, experiment and consolidate their understanding and skills.
- The childminder provides a broad and well-sequenced curriculum, which supports children's progress well. The childminder uses children's interests to

develop their learning further. For example, she builds on young children's fascination with numbers, colours and shapes.

- Positive behaviour is promoted effectively by the childminder. She speaks calmly to children and provides lots of praise for their use of good manners. She has clear routines that she expects children to follow, such as tidy-up time ahead of the children going outside or moving on to the next activity. Children listen and respond consistently well.
- Children seek out the childminder for comfort and she celebrates their efforts and achievements with praise as they play. She spends time playing alongside them and delights in their company. As a result, children are confident and get involved in a range of experiences.
- The childminder is effective in helping children to understand the importance of leading a healthy lifestyle. Children benefit from plenty of fresh air and exercise, such as through time spent in the garden and on regular visits to parks and places of interest in the local community.
- The childminder has established and secure partnerships with the local schools that children attend. However, she has not built effective relationships with professionals at other settings children attend, to share relevant information and support a consistent approach to children's learning.
- Children progress well with their independence and self-help skills. The childminder encourages children to complete everyday tasks for themselves, such as to put on their own shoes, attempt the zips on their coats and wash their hands ready for a snack. This supports their developing independence skills and supports them in their readiness for school.

## 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 of the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. The childminder is aware of child protection issues, such as exploitation, extremism and radicalisation. She has a thorough understanding of local safeguarding procedures. The childminder supervises children well and regularly risk assesses her premises.

## What does the setting need to do to improve?

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

- place more focus on making sure that children have the time they need to listen, think and respond during interactions
- build on relationships with professionals at other settings children attend, to provide continuity in their learning.

## Setting details

<b>Unique reference number</b>	EY298646
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228382
<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>	12
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

The childminder registered in 2005. She works at the home of her mother, who is also a registered childminder, in Woodstock, Oxfordshire. The childminder operates from Monday to Thursday all year round. She also provides out-of-school care. The childminder 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 discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- 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 talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' written comments about the childminder's 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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