

Childminder report

Inspection date:

5 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled in the childminder's care. They seek support and comfort when they need it and enjoy playing alongside others. The childminder and her assistant know the children and their characters well and children benefit from good adult to child ratios. The childminder considers their individuality and adapts her environment to reflect their personalities. This helps children develop a sense of belonging and gain confidence. Children behave well.

All children are developing a love of stories. They enjoy snuggling up with the childminder and her assistant to read books. The childminder uses props to make story times interactive and engaging. Children recall well-known stories in their play. For example, they name the 'Gruffalo, snake and owl', but know the ant isn't in the same story. Young children enjoy repeating animal sounds and turning the pages as they listen to stories. This helps children develop the skills they will need for their future learning.

Children learn about the wider world. The childminder teaches them about different cultural celebrations, for example, and takes them out into the local community. Children were excited to tell the inspector about their recent trip on the bus and how they visit the childminder's allotment. Children have the opportunity to meet different people and see different places.

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

- The childminder demonstrates genuine enjoyment of her work. She keeps her knowledge and skills up to date. For example, she attends training with her assistant to further enhance her knowledge and support the children in her care. The childminder observes her assistant's practice and discusses any changes to improve this.
- The childminder has developed trusted relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. Parents value the advice and support the childminder gives them to support their children's learning at home. They feel that their children have made good progress with the childminder to become confident, independent and sociable.
- 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 occasions, some activities focus too heavily on the older or most able children, and some younger children do not engage as well or participate throughout.
- The childminder provides a broad and well-sequenced curriculum, which supports children's progress well. She uses children's interests to develop their

learning further. For example, she places a high focus on developing children's mathematical abilities. She provides ample resources to help children recognise numbers. Children learn to talk about the size of objects and describe their shapes and properties. They sort objects and begin to count accurately.

- The childminder and her assistant celebrate children's efforts and achievements with praise during play. They spend time playing alongside the children and delight in their company. As a result of this, children are confident and well behaved, and get involved in a range of experiences. They seek out the childminder and her assistant for comfort when they need it.
- The childminder is effective in helping children understand the importance of leading a healthy lifestyle. Children tell her the foods they need to eat to stay healthy, as well as the benefits of rehydrating and drinking plenty of water. In addition, children know they must maintain good oral health practices and that regular brushing means their teeth remain healthy and 'do not go yellow.'
- The childminder does not always consider the impact that background noise has on children's ability to concentrate during their activities.
- Children progress well with their independence and self-help. The childminder encourages children to complete everyday tasks for themselves. For example, children blow their own noses and dispose of tissues, ahead of cleaning their hands to 'wash the germs away.' This supports their developing independence skills, which in turn supports them in their readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to keep children safe. They know the procedures to follow should they have any concerns about children. The childminder and her assistant are vigilant of the signs that may indicate a child is at risk of harm. They complete regular training to keep their knowledge up to date. They are aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder has a thorough understanding of local safeguarding procedures. She 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:

- organise activities more effectively to better meet the needs of the younger and less-confident children and help them to engage throughout
- reduce background noise levels in the play area so that children's concentration and engagement in activities are fully promoted.

Setting details

Unique reference number	134690
Local authority	Oxfordshire
Inspection number	10262873
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	3
Date of previous inspection	6 April 2017

Information about this early years setting

The childminder registered in 1999. She lives in Southwold, in Bicester, Oxfordshire. The childminder offers care on Monday to Friday each week, all year round. She works with an assistant.

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 her EYFS curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder, her assistant and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- 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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