

Childminder report

Inspection date: 15 December 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

Children enjoy their time with the childminder and her assistants. They demonstrate that they feel happy, content and emotionally secure with the adults that look after them. Children respond well to the friendly atmosphere within the childminder's home. They are very keen to take part in the activities that are planned for them. From a young age, they are also confident to make decisions about what to do next. Children make independent choices from easily-accessible toys and resources. Children behave very well at all times. They understand the routines of the day and, for example, help to tidy up after their activities.

Children benefit from the childminder's curriculum that is well planned, overall. This curriculum focuses on supporting children's social skills, language and physical development. The childminder and her assistants encourage children to be curious about the world around them. For example, young children demonstrate how they recall the names of fruits during a game. As they 'cut' the fruits, they name them, confidently remembering 'pineapple', for example. Children build a toy farm yard and show how their language is developing as they recall the names of the animals living on the farm. Children show readiness for the next stages of their learning.

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

- The childminder has effective systems in place to ensure the suitability of the assistants who work with her. As a team, they evaluate their practice well and time is spent reflecting on the quality of children's learning. As a result, the childminder and her assistants have a good understanding of children's individual needs.
- Children thoroughly enjoy imaginative play. For example, children use role-play resources to act out being doctor and patient with the childminder and her assistants. The adults help children to extend their awareness of real-life events as they use a toy stethoscope to listen to a teddy's heartbeat. Children mimic the 'boom, boom, boom' of the heart. They show care and compassion as they help make their dolls and teddies 'better'. The childminder extends this well by helping children to identify the differences between the toys they play with and each other. For instance, children identify the differences and similarities of their eye and hair colours. This helps children to recognise their uniqueness.
- Overall, children demonstrate an interest in books. During story time, children are keen to point to the illustrations and some discussions take place about the characters. Time is taken to explain new words, such as by giving context when talking about flapping wings and demonstrating what is meant by 'flapping'. However, the childminder and her assistants are not consistent in the methods they use to engage children more thoroughly and, at times, children become a little distracted.

- Children enjoy themselves during play in the well-resourced outdoor area. They develop skills that support their future learning. For example, children interact with adults during role-play shopping games. They talk about the items they choose to put in the shopping basket and communicate with the shopkeeper.
- The childminder offers children a range of opportunities to be physically active and develop healthy lifestyles. She offers outdoor play every day alongside outings in the local community. Her and her assistants interact warmly as children play on the swings and slide. They are proactive in the ways they help children to embed numbers and counting during these activities. Children enjoy healthy meals and snacks. Mealtimes are very sociable, with children helping to set the table cloth and cutlery. Adults help the children to master using cutlery as they eat.
- Children have a positive attitude to their learning and are keen to take part in their activities. During a Christmas craft activity, children show respect to one another as they share resources and make their pictures. They use polite language and show concentration and creativity as they make their designs.
- The childminder and her assistants are proactive in how they establish partnerships with parents. They know, for example, the importance of sharing the required assessments with the parents of two-year-olds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of how to protect the children they care for. They regularly update this knowledge through research and training. For example, they know what to do if they have a safeguarding concern about children, and the procedure to follow if an allegation is made. The childminder understands her responsibilities for working with assistants. Policies, procedures and risk assessments are reviewed on a regular basis. The childminder and her assistants adhere to these to help ensure children are healthy and safe.

What does the setting need to do to improve?

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

- enhance story-time opportunities to promote children's engagement and help them to learn more about the storylines and characters.

Setting details

Unique reference number	EY429058
Local authority	Oxfordshire
Inspection number	10228574
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	12
Number of children on roll	6
Date of previous inspection	18 January 2017

Information about this early years setting

The childminder registered in 2011. She lives in Henley-on-Thames, Oxfordshire. The childminder works with two assistants. They work all day, Monday to Thursday, for most weeks of the year, with the exception of Christmas and bank holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Aileen Finan

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 this into account in the evaluation of the provider.
- The childminder took the inspector on a learning walk. She explained her curriculum and how children's achievements are shared with parents.
- A joint observation was completed. The childminder spoke about how her and her assistants plan for children's learning.
- The inspector observed the childminder and her assistants interacting with children throughout the inspection.
- Relevant documentation was sampled.

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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