

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and confident around the childminder. They develop warm bonds and positive relationships with each other. They learn to use their manners, be respectful towards others and play cooperatively. For example, they cuddle up together, laugh and look out for each other while they play. Children choose from a range of activities, and proudly show how pleased they are when they achieve something. For example, children concentrate while threading shapes onto sticks, and demonstrate their pride when they are successful. Younger children clap themselves when they complete the activity independently. The childminder praises children's achievements.

Children have continuous access to a wide range of toys, books and activities that the childminder prepares according to the children's needs and interests. Children have many opportunities to develop their physical skills indoors and outdoors, and they often explore nature and their wider community. Children have many opportunities to socialise with other children at playgroups.

Children benefit from the close, nurturing relationships with the childminder. They seek her out for comfort and play. Children delight as they sing familiar songs, such as 'Head, shoulders, knees and toes'. They smile and dance as they learn different body part names and follow the actions, joining in with the song. The physical comfort and enjoyment that the childminder provides, successfully promote children's emotional well-being. As a result, children feel secure and safe at the setting.

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

- The childminder knows the children well and provides a broad curriculum. Children make good progress in their learning from their initial starting points. The childminder knows what the children need to learn next. She reviews this information and shares it with parents. She adapts activities and resources, and ensures that they are suitable and sequenced well to build on children's abilities.
- Children begin to use relevant language, and their communication skills are supported well. The childminder uses a number of different methods to support this, such as commenting on children's play, sharing stories and singing action rhymes. However, at times, children's exploration and concentration are slightly distracted by the television that is on in the background.
- The childminder supports children's physical development through regular outings. She takes children on walks to the local parks, open spaces and wildlife facilities, such as a butterfly park. She uses these as opportunities to teach children about the world around them. For example, children observe what they can see and compare different insects and animals. Children have access to a

range of activities, such as puzzles, play dough and various tools, that help them to develop their fine motor skills and hand-to-eye coordination.

- Children behave well. They listen well to instructions and are beginning to become independent. They concentrate well and persist until they succeed in threading wooden shapes. The childminder helps older children to learn the colours and shapes. Children feel valued and help to tidy up and look after the toys. They are aware of the boundaries and routines of the setting.
- Children learn how to lead a healthy lifestyle. The childminder talks to the children about good oral hygiene, healthy food, and what they are eating. Children have opportunities to taste different foods.
- The childminder explores festivals and cultures through monthly topics. Children complete a variety of art and craft activities and are given opportunities to reflect on making connections between themselves and others.
- The childminder works closely with families. She provides open and consistent communication with parents through two-way conversations. Parents are regularly informed about the children's next stage in their learning. This partnership working ensures children's continuous learning at home. Parents report that their children are happy. They like that the childminder provides a wide range of activities, including many opportunities for outdoor play.
- The childminder is reflective of her practice and understands the importance of developing her skills. She completes mandatory training and is aware of her responsibility to improve her practice. However, she has not targeted her professional development in order to develop greater depth in her knowledge and skills and further support learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the possible signs of abuse and the reporting procedures to follow in the event of a concern. She discussed what action she would take to report any concerns that she may have. She is aware of wider issues, including radicalisation, the 'Prevent' duty, county lines and female genital mutilation. She can apply her procedures to scenarios to help keep children safe. She completes thorough risk assessments to promote children's good health and safety, such as reminding children not to climb on the furniture. This helps to prevent accidents and promote children's welfare.

What does the setting need to do to improve?

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

- make greater use of opportunities for children to explore and learn through active play by minimising distractions to their learning
- review plans for professional development to strengthen knowledge and skills.

Setting details

Unique reference number	2594720
Local authority	Oxfordshire
Inspection number	10225370
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	4
Number of children on roll	2
Date of previous inspection	24 January 2022

Information about this early years setting

The childminder registered in 2020 and lives in Carterton, Oxfordshire. She mainly offers care during school term time, Monday to Thursday from 7am to 5pm.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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