

Childminder report

Inspection date: 16 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a very warm, homely environment for the children in her care. Children form strong bonds with the childminder, settle quickly and do not hesitate to ask for help, cuddles or reassurance when required. On the whole, the childminder promotes children's independence skills well. For example, children cut their own fruit snack and pour their own water at snack times. They feel safe, well cared for and move confidently around the setting, accessing resources and activities that interest them.

The childminder knows the children very well. She carefully plans a variety of activities that cover the full curriculum and considers the children's individual interests, as well as their next steps in learning. The childminder has a sound knowledge of how children learn and develop which she utilises when planning. Consequently, children make good progress across all areas.

Children behave well and listen to the childminder intently. They are keen to help get out and put away resources and toys and to follow instructions given. When needed, the childminder gently reminds children of the rules and why they are important. This helps the children to learn right from wrong and how to treat each other with kindness and care.

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

- The childminder accurately assesses children's stages of development. She liaises with parents and observes each child's capabilities during settling-in weeks. This ensures that she gains an appropriate understanding of their current abilities and helps the children to build on current knowledge and skills effectively.
- The children are provided with many opportunities to develop their physical skills. For example, they enjoy running, jumping and climbing in the garden and activities that help strengthen hands and fingers, such as threading pasta and activities with nuts and bolts.
- The childminder is reflective in her practice. She regularly takes time to discuss with individual children what they would like to learn about next and evaluates the impact that her planning and teaching has had. She also attends regular training to improve her day-to-day practice even further.
- The childminder supports children's language development well. She introduces and models new vocabulary and helps children to make correct pronunciations of words. For instance, at snack time, the childminder introduces the words 'juicy' and 'tangy' to describe a satsuma.
- Children settle effectively at the setting. The childminder has sound arrangements in place to help new children settle in and to find out about their

starting points. For instance, children visit with their parents at first, and the childminder has in-depth discussions to find out about individual care routines, likes and dislikes. The childminder provides families with flexible settling sessions depending on the individual child's needs. This helps new children to feel happy and secure in the early days at the setting.

- The childminder helps children to gain a good understanding of people outside of their own experiences and communities. This includes different cultures, beliefs and traditions. For example, children learn about the animals from the Chinese zodiac story and using chopsticks to celebrate Chinese New Year.
- Children enjoy the childminder's company very much. They enjoy playing with her and delight in the regular praise she provides. However, at times, children are not given sufficient time or opportunity to explore independently and work things out for themselves. Subsequently, children are not always being supported in becoming resilient learners.
- The childminder has good hygiene routines and ensures that her home is safe and inviting. Children are supported in managing their personal care needs. They wash and dry their hands effectively and discuss the need to get rid of germs that may cause illness. Children are learning the importance of living a healthy and hygienic lifestyle.
- Partnerships with parents are strong. Parents' written and verbal feedback is very complimentary about the care that the childminder provides. The childminder keeps parents up to date with information about children's activities and developmental stages in their learning. She also provides them with suggestions of how to best support learning at home. Children benefit from this information being shared and a consistent approach being taken to support progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibility to keep children in her care safe. She demonstrates the ability to recognise possible indicators of abuse or neglect. She understands what actions she should take if concerns about a child's welfare should arise. The childminder attends regular safeguarding training to ensure that her knowledge is up to date. She is aware of child protection issues, such as exploitation and radicalisation. She takes care to be vigilant while monitoring any online access the children have. The childminder supervises the children very well and carries out regular risk assessments of her setting and any outings planned. Children are safe and well cared for.

What does the setting need to do to improve?

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

- support children further in exploring their own ideas and working out how to solve problems for themselves.

Setting details

Unique reference number	2604836
Local authority	Oxfordshire
Inspection number	10251664
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Didcot, Oxfordshire. The childminder offers her service Monday to Thursday, all year round except for family holidays.

Information about this inspection

Inspector

Zoe Abraham

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 childminder spoke to the inspector about children's learning and development and how this was planned for at appropriate intervals.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed a planned, adult-led activity and provided feedback to the childminder.
- The childminder provided the inspector with a sample of key documentation.
- The inspector tracked the experiences of children and observed activities and interactions.
- Parents shared their views through written and verbal feedback.

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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