

# Childminder report

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Inspection date: 26 January 2023

<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 confident, happy and settled in their environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. This helps children to develop a sense of belonging and gain confidence. Children behave well.

Young children are developing a love of stories. They enjoy snuggling up with the childminder and reading books. The childminder uses good expression and is animated in her reading, which makes story times interactive and engaging. Young children enjoy repeating animal sounds and turning the pages as they listen to stories. This helps children to develop the skills they will need for their future learning.

The childminder is aware of the potential impact that the COVID-19 pandemic may have had on children's learning and development. She has identified that after the national lockdowns and other restrictions, 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 entering the premises. The childminder reflects that this also supports children to settle into their routines more effectively.

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

- The childminder develops warm and nurturing relationships with the children. She spends time playing alongside them and delights in their company. Children seek out the childminder for comfort and she celebrates their efforts and achievements with praise as they play. As a result of this, children are confident and get involved in a range of experiences.
- Partnerships with parents are strong. The childminder has developed trusted relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. She has introduced an online application which further supports daily conversations about their children's progress.
- The childminder observes children every day and knows what they can do. She tracks children's development to confirm that they are making steady progress towards early learning goals. However, the childminder does not fully consider what children need to learn next when planning the curriculum.
- The childminder is in tune with children's changing moods, recognising when they become tired and cuddling them as they start to wind down, ready for a rest.
- There is a high priority on supporting children's communication and language development. The childminder enthusiastically engages children in conversations

and supports them to hear new vocabulary. She repeats words and helps children to increase their sentences. Young children enjoy hearing age-appropriate songs and rhymes, and are learning to join in with repetitive phrases and actions.

- The childminder networks with local childminders online, via local forums, to share ideas and good practice. She seeks feedback from parents to help her make improvements. The childminder has completed mandatory training to keep her knowledge and skills up to date. However, the childminder does not sharply focus her professional development plans to extend her knowledge and teaching skills to the highest level.
- Children's physical health and overall well-being are actively supported. The childminder provides regular exercise outside and attends local groups to increase social interactions with other children. Organised trips to the park allow children to increase their physical skills, manage risks and build their confidence. The childminder provides healthy snacks and meals, in conjunction with parents, and adheres to dietary requirements and preferences. Children learn the importance of regularly washing their hands and understand the importance of following good hygiene routines.
- The childminder has forged links with other settings that children attend, such as the local pre-school. They have shared discussions about children's development. As a result, children receive good continuity of care and learning.

## 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 carries out regular checks of her home and garden to help provide a safe environment for children.

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

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

- focus the intentions for planned activities more precisely on what children need to learn next
- enhance ongoing training opportunities to raise the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	EY346781
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10228431
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	3 February 2017

## Information about this early years setting

The childminder registered in 2007. She lives in Bampton, Oxfordshire and operates her service from Tuesday to Friday, all year round.

## 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 their EYFS 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 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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