

Childminder report

Inspection date: 2 February 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

Children are happy and settled with the childminder. They enjoy playing and learning in her cosy and inviting home. Children new to the childminder's care settle well, in part due to the gentle and warm nature of the childminder. The kindness and care she shows children helps ensure they feel safe and secure right from the start.

Children are keen to explore and learn. They find the resources and activities fascinating because they are well matched to their interests and developmental needs. Children benefit from being cared for by a childminder who wants them to learn new skills, find out about the world around them and be ready for the move to nursery or school when the time comes.

Children receive very effective support to develop their speaking and listening skills. The childminder places a high priority on these skills, knowing how important they are to children's ability to make the most of other learning opportunities. Very young children hear language modelled clearly and accurately. Older children take part in plenty of two-way conversations. They are given the time to compose their thoughts and express them clearly. Children are equally as well-supported to develop their social and physical skills.

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

- The childminder quickly gets to know children. She observes children closely, identifying their interests, skills and developmental needs. This enables her to begin meeting their learning needs right from the start. For example, the childminder identifies when children need support to pronounce words clearly or to become more confident with their large-muscle movements.
- The childminder breaks learning into manageable and achievable steps for children. For example, she knows there are lots of small skills that all added together will enable children to put on their own shoes and coats. Children are very proud to show the inspector how they can now do this all by themselves. This shows teaching to be effective.
- Children are developing a real love of books and stories. They enthusiastically choose books to look at from the inviting 'book corner' the childminder has created. They show excitement when the childminder tells them it is time for a story. They enjoy choosing favourite stories to listen to electronically at meal times. Children can talk confidently about well-known stories and handle books with care. These skills prepare them well for future literacy learning at school.
- Children show they are learning well about numbers and counting. They confidently recite numbers during daily routines. They spontaneously and accurately use mathematical language as they talk to the childminder and each

other.

- Children behave appropriately for their age. They are polite to visitors and cooperate with routines, such as when getting ready to go outside. However, sometimes the childminder does not fully explain to children why some actions are acceptable and others not, to further help children to begin to regulate their own behaviour.
- The childminder understands the importance to children's health and development of lots of physically active play. Children show great enthusiasm for playing outside. The childminder plans this aspect of the curriculum carefully, and with the individual needs of the children in mind. For example, she sets up activities to encourage kicking, climbing and balancing for children who need to develop confidence with these skills.
- Children are gaining lots of useful knowledge about the world around them. This is because the childminder understands that a broad and balanced curriculum needs to cover learning both useful skills and useful facts. Children have recently been learning about migrating birds. They excitedly tell the inspector about the birds they have seen, the sounds they make and what they like to eat.
- Children use technology with the childminder. When they do, the childminder supervises them closely and keeps them safe. However, she has not yet extended this part of the curriculum to cover children learning the strategies they may need in the future to keep themselves safe online.
- The childminder builds very effective partnerships with parents. She offers specific support and advice when needed. For example, she is very effective in working with parents to support independence and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She understands the signs that could indicate a child is at risk of harm. This includes the risks to children of being in unsafe situations at home or being exposed to radical ideologies. The childminder knows how to respond to such concerns and how to keep children safe. She ensures her home is safe and secure and supervises children closely at all times. She knows what to do if a concern were to be raised about her or if she has concerns about the conduct of anyone else who works with children.

What does the setting need to do to improve?

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

- develop skills in supporting children to understand behavioural expectations
- plan a more thorough programme of learning to help children learn how to use technology purposefully and safely.

Setting details

Unique reference number	2599126
Local authority	Oxfordshire
Inspection number	10262818
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	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Witney, Oxfordshire. She offers care 9am to 4.30pm, Monday to Thursday, term time only. The childminder also offers occasional care during school holidays.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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