

# Childminder report

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Inspection date: 20 February 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 happy and settled in the care of the childminder and her assistant. Children move confidently around the childminder's home. They are developing well into inquisitive and independent learners. They know where to find resources they want to use and enjoy learning to do things for themselves, such as how to wash their hands before mealtimes.

Children benefit from a curriculum that is well considered and geared to their ages and stages of development. There is a strong focus on their social, communication and physical skills. The childminder also ensures children have outings that broaden their experiences. For example, children visit local places of interest and petting farms. Children receive especially strong support to develop a love of books and understanding of how stories are structured. They also learn to handle books carefully. All of this helps prepare children well for future literacy learning at nursery or school. On the day of the inspection children delighted in exploring a 'lift the flap' book. They carefully turned the pages and joined in with the noises animals make. Children excitedly pointed at pictures and listened carefully as the childminder's assistant talked about what they could see.

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

- The childminder breaks learning into manageable steps. This is very effective in ensuring children do not miss out on important pieces of learning that, when put together, enable them to master new skills. For example, the childminder is currently supporting children in the move from highchairs to chairs. She recognises this as one of the many skills children need, to be independent at meal times.
- Children remember what they have been taught. The childminder and her assistant recognise the importance of revisiting learning to ensure this is the case. Very young children show they remember the actions to songs and can anticipate what will come next in favourite stories.
- The childminder knows the children in her care very well. She clearly and accurately identifies the specific skills or knowledge individual children will most benefit from learning next. For example, she identifies when she needs to focus on helping children manage their emotions or when she needs to focus on building children's confidence to climb steps. This helps her target her support to best meet individual needs.
- Children behave well for their age. They have good role models in the childminder and her assistant, who are polite and helpful to each other. Children are learning well to be these things too.
- The childminder ensures all children feel welcome and valued. She finds out about their cultural backgrounds and ensures these are reflected in resources

and activities. However, she is less confident about introducing children to a wide range of cultures and ways of living beyond their own, to fully support children's developing understanding of diversity.

- Children are developing a positive attitude towards following a healthy and active lifestyle. The childminder creates attractive displays of healthy foods at snack times and her smiles and encouragement mean that children are keen to try different foods. Children look forward to spending time playing and learning outside too.
- Parents are very happy with the care their children receive. They report their children are happy and love their time at the childminder's home. The childminder shares lots of information with parents but much of this information is not best for supporting parents to build a clear picture of what their children are learning. This impacts on parents' abilities to further support children's progress at home.
- The childminder and her assistant form a good team. They work together well, reviewing the curriculum and planning for the children. They both make effective use of training opportunities to enhance their understanding and build further on their existing good practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She ensures her home is a safe and secure environment, suitable for the care of children. The childminder and her assistant attend regular training to keep their safeguarding knowledge up to date. Both have an accurate understanding of the signs of potential abuse. Both know how to share any such concerns, to keep children safe. The assistant understands the importance of sharing any concerns about the childminder's conduct, if the need to do so ever arose.

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

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

- provide children with a wider range of opportunities that help them learn about cultures other than their own
- sharpen support for parents, focusing on helping parents to further build on children's learning and development at home.

## Setting details

<b>Unique reference number</b>	EY387620
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10263947
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 May 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Faringdon, Oxfordshire. The childminder operates from 6.30am until 4.30pm, Monday to Friday, all year round. The childminder regularly works with her registered assistant.

## 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, the assistant 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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