

Childminder report

Inspection date: 23 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 excited as they enjoy the wide range of activities at the childminder's home. They have strong communication and language skills and use these to articulate what they know. For example, children animatedly describe the 'big diggers' they have seen on the walk to school. They have the social skills they need for future learning. Children demonstrate this when they confidently ask visitors to go outside and tell them to put their boots on.

The childminder has extremely high expectations of children's behaviour. She consistently reminds them and role models the behaviours she expects. Children have extremely good manners and say 'please' and 'thank you' to each other at all times. The childminder further supports children to learn outstanding behaviour in every interaction. For example, she repeats affirmations such as 'perfect', 'well done' and 'good listening' to children as they play. This helps children to understand what is expected of them. They make remarkable progress in managing their feelings and regulating their emotions.

Children are developing good independence skills and use this to meet their own needs. For example, children smile with joy as they attempt to pull their trousers down to use the potty. The childminder enthusiastically encourages them to do this by themselves by adding fun into the routine. For instance, she giggles with children and asks them to 'wiggle, wiggle' to help them pull up their trousers. This helps children to learn important skills in a fun way.

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

- The childminder plans a well-thought-out and sequenced curriculum. She knows how to teach and how children learn. For example, the childminder explains that some children's next steps in development are learning large-muscle skills. In response to this, she expertly interweaves plenty of opportunities in children's play to encourage jumping. For instance, she asks children to blast off like rockets, jump in puddles and leap like frogs at story time. This helps children to make good progress in their next steps in learning.
- Children have delightfully positive attitudes to play and learning. They demonstrate this when they find a worm in the garden and stare at it in awe and wonder. They excitedly try and touch it and tell their friends that it is 'soft'. The childminder constantly uses opportunities like this to support children's language skills. For example, she introduces new words to extend children's vocabulary, such as 'stretching'. However, on occasion, the childminder does not allow children enough time to think and respond to the questions she asks. This means that, at times, the childminder speaks for the children instead of allowing them to fully contribute to conversations and articulate their opinions. This does

not fully extend children's learning.

- The childminder is passionate about offering children new and exciting experiences. She recognises that after the COVID-19 pandemic, some children did not have any experience in some areas, such as going to the supermarket. The childminder supports this by taking children on walks and outings, such as to shops. This helps children to learn the knowledge they need to prepare them for their future success. However, the childminder does not always provide children with a rich set of experiences to explore the similarities and differences between their own and other cultures. This does not support them to begin to understand the diversity of the world around them.
- The childminder offers children plenty of opportunities to develop a love of reading. She excitedly introduces new and familiar stories. For instance, children thoroughly enjoy unwrapping boxes to find the animals for the story of 'Dear Zoo'. This helps children to engage for a long period, and they happily repeat familiar phrases from the story. Children have good early literacy skills.
- The childminder builds positive parent partnerships. Parents say that she is nurturing and that they feel she is 'worth her weight in gold'. They appreciate the regular updates about their children's learning and development. This helps them to support their children with their next steps at home. For example, the childminder helps parents with top tips about how to support their children in potty training. This helps children reach their next milestones. Parents adore the outings that the childminder takes children on, such as visits to local farms. This helps build children's understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to help keep children safe. She attends regular safeguarding training to keep her knowledge up to date. The childminder is aware of the signs and symptoms that may indicate that a child is at risk of issues such as radicalisation. She knows where to report if she has concerns over a child's welfare. The childminder ensures that children are safe when exploring the local environment. For example, she talks to the children about how to cross the road safely. This minimises the risk to children and helps them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- offer further opportunities for children to share their thoughts and ideas
- increase the range of experiences to help children develop a deeper knowledge and understanding of those whose lives are different from their own.

Setting details

Unique reference number	2622491
Local authority	Oxfordshire
Inspection number	10276051
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Witney, Oxfordshire. She offers care all year with the exception of the week between Christmas and the New Year, from 7.30am until 5.30pm on weekdays. The childminder offers free early education funding for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Mandy Cooper

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 their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children told the inspector about their friends and what they like to do when they are at the childminder's.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written feedback of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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