

# Childminder report

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Inspection date: 1 March 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 and enthusiastic learners. They approach visitors to say 'hello' and to talk about their play. They cuddle their 'babies' and take them for a walk as they re-enact familiar situations. Children enjoy their time with the childminder. Older children say that she is 'caring', 'fair' and 'kind' and that they 'cannot imagine anyone better'.

Children develop kind and caring relationships with their peers. They demonstrate a good awareness of acceptance. For instance, they accept that others are still playing with the toy they ask for. They find a different toy to play with, returning for their preferred toy when others have finished.

Children feel safe and secure in the childminder's care. They happily play in the homely environment, exploring the range of toys and resources on offer. They develop good levels of independence in relation to their age. For instance, they manage self-care tasks that the childminder has taught them, such as handwashing. Children recognise when they are thirsty. They competently fetch their water to drink and return their bottle to the side. This demonstrates that they are familiar with routines and expectations.

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

- The childminder has an ambitious curriculum, which she plans precisely to help children achieve the next steps in their learning. She has a clear sequence of the knowledge and skills that she wants children to learn, which she weaves successfully into their play. For example, when children learn about volume and begin to fill containers, she challenges them further to predict how many pipettes of water they will need to fill them up.
- The childminder implements the curriculum well. She considers the age and stage of development of each child for each activity. This is demonstrated during water play, which is set out at different levels so that children can reach all the equipment. The childminder introduces vocabulary to younger children, talking about the 'splashes' they make. She challenges older children by including concepts such as counting into their play.
- The childminder promotes creativity effectively. For example, older children enjoy joining together construction blocks to make models of their family. The childminder shows them how to push pieces together so that they join securely. Younger children use magnetic shapes to make face pictures. The childminder encourages children to persevere and provides lots of praise when they are successful.
- Children behave well. The childminder has high expectations and she reinforces these sensitively. For example, she reminds children to sit at the table until they

have finished eating to keep them safe. Children respond well to these boundaries.

- Overall, children demonstrate good levels of engagement in their play. However, at times, such as when children move on from the planned learning, the childminder continues to focus her attention on those who are more absorbed in their play. She does not recognise swiftly enough when other children would benefit from her attention to move their learning on in a different area. This means that, on occasion, children lose interest in their learning.
- Parents are overwhelmingly positive about the service that the childminder provides. They comment on her good communication about children's learning and the progress that their children make. Parents speak positively about the childminder's arrangements to mirror children's care patterns from home, such as in relation to sleeping. This helps children to adjust to care in her home.
- The childminder develops positive working relationships with parents and other settings that children attend. For example, she talks to the local pre-school about how they can work together to support children. She then ensures that there is three-way sharing of information about the progress children make towards their targets, between herself, parents and pre-school staff. This is particularly effective at promoting a consistent approach to closing gaps in children's speech and language development.
- The childminder is passionate about her role. She actively seeks information about changes and developments relating to the early years statutory framework to improve her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She implements robust procedures in her home, such as completing risk assessments and checks to ensure that it is ready for children each day. The childminder helps children to learn to assess risk themselves. For example, she teaches them about road safety on the journey to school and helps them to manage physical challenges, such as when exploring equipment at the park. The childminder has a secure understanding of local safeguarding partnership procedures and she is able to talk confidently about safeguarding issues relevant to her local area, such as county lines.

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

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

- strengthen the implementation of planned activities and recognise more swiftly when some children are capable of extending their own learning and when others would benefit more from interaction.

## Setting details

<b>Unique reference number</b>	EY486166
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10264559
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	19 June 2017

## Information about this early years setting

The childminder registered in 2015. She lives in Bloxham, in Oxfordshire. The childminder offers care from Monday to Thursday, all year round, from 7.15am to 5.30pm. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Lisa Dailey

### 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 the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector checked evidence of the childminder's training and suitability.
- The inspector took account of the written views of parents.

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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