

Childminder report

Inspection date: 17 April 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 very confident in their familiar environment. They make decisions about what to play with and how. The childminder has a good understanding about each child's character and how they like to play. Children confidently express what they are interested in and where they want to play.

Children learn to do tasks themselves. They put on their shoes and jumpers for outside play. They open up their lunch boxes and listen to instructions about what to eat first. The childminder helps children to prepare for their transition to school by promoting their self-help skills and encouraging them to make independent choices in their play. Children are eager to try new skills for themselves. They are enthusiastic to share experiences with each other and show great pride in new achievements in their learning.

Children thoroughly enjoy exploring and experimenting with the outside world. They talk about past experiences where they experimented with different materials to make raisins dance in water. They look for bugs outside, with magnifying glasses and binoculars. They talk about the bugs they find and what they are doing. For example, they watch the snails move and look at the trail they make and the foam they produce. The childminder introduces mathematical concepts into their play. She talks about size and shape and encourages children to count and make a connection between number names and the value of those numbers.

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

- Children learn to communicate effectively. They use a good range of words, expressions and gestures to express themselves. Younger children babble, learning to share conversation with others. Older children use complex language to talk about their experiences. For example, they talk confidently using descriptive language, such as, 'I need to take your temperature, where's the thermometer?' and, 'This is so sticky and slimy.'
- The childminder provides a rich, stimulating range of experiences for children. She knows the children well and provides experiences that support their interests. The childminder has a clear idea of what she wants children to learn about. However, she does not always encourage children to persevere with this focus and sometimes children lose interest very quickly, moving from one resource to another.
- The childminder encourages children's self-care skills. Children learn good hygiene procedures through routines of the day. For example, the childminder asks them what they need to do before they eat their lunch. They immediately go to the bathroom and wash their hands. The childminder supports children through toilet training, developing to them using the toilet independently.

- The childminder is a positive role model for children. She helps them to cooperate, share and negotiate in their play. She talks children through disagreements, helping them to play alongside and with each other harmoniously. Children use good manners, saying 'please' and 'thank you' to the childminder and their friends. The childminder helps children to understand other children's actions and the consequences of their own actions.
- The childminder has a positive attitude towards her ongoing professional training. She sources online and face-to-face courses that support children's learning needs as well as her own interests. She works alongside other childminders to gain professional knowledge and ongoing skills to keep her practice up to date.
- The childminder provides effective communication systems for parents. For example, parents receive information on a daily basis. She develops close professional relationships with parents to instil trust. She knows children's extended families and talks with children about their grandparents. She supports families effectively through changes in their lives that affect children's emotional well-being.
- Children have a close bond with the childminder. They confidently seek reassurance and comfort when they are feeling unsure. The childminder is quick to react to children's anxieties and provides consistent play experiences, cuddles and reassuring words. For example, when children show concern and worry about the imminent arrival of a new baby, they receive hugs and snuggles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very robust knowledge of the procedures to follow if she has a concern about a child in her care. She is confident to make contact with the appropriate authorities to discuss any observed or disclosed safeguarding issues. She has a clear understanding of the signs and symptoms of child abuse. Children play in a safe and secure environment. The childminder gives children clear instructions on how to use equipment safely. She assesses her environment continuously to adapt resources and play areas according to children's physical abilities and their understanding of keeping themselves safe. For example, she talks children through clearing space in the garden so that they can learn how to skip with ropes.

What does the setting need to do to improve?

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

- strengthen the organisation of learning opportunities to help increase children's focus on the intended outcome.

Setting details

Unique reference number	2620380
Local authority	Oxfordshire
Inspection number	10280968
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 11
Total number of places	5
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Thame, Oxfordshire. She operates 8am to 5pm, Monday to Thursday, all year round, except bank holidays and her own family holidays. She holds a relevant early years qualification at level 3. The childminder provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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 provision.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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