

Childminder report

Inspection date: 28 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe, secure and confident at the childminder's. They enjoy sharing what they like to do with others. They talk with confidence about their construction activity. Children approach the inspector to show the blocks they are using and talk about the shape and colours they have chosen for their buildings.

Children begin to develop good communication skills. They are polite and respectful. Children behave well and have good attitudes to learning. They engage and focus on activities planned for them. Children enjoy outdoor play and exploring natural materials. They work together to make petal potions. They pick petals from fresh flowers and mix and stir them to make their potion. They work together to get water to add to their containers. They each bring a container to the childminder and point to the kitchen tap, and she refills them.

Children are beginning to learn about what their bodies can do. They enjoy action songs. Children join in with enthusiasm as they learn about spatial awareness and how to position themselves to move their bodies to the actions. The children are learning about what makes them unique and what their bodies can do. They are making good progress, and the childminder adapts her approach. She plans activities to meet the individual needs of the children.

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

- The childminder has addressed the actions previously raised well, and she now has a curriculum in place that is well planned and builds on what children know and can do effectively. She plans activities with children's current skills and next steps in mind, making sure that she builds on the skills they need for their future learning. For example, she enjoys regularly reading familiar stories to children. This supports children to sequence the story and build on their communication and language development. However, at times, she does not repeat words back to children to enable them to hear the correct pronunciations and extend their communication skills further.
- The childminder has built on her knowledge and understanding of the different areas of learning and how she teaches them. She now adapts her teaching approaches to meet the individual age and stage of development for the children. Children are making good progress.
- Children engage and focus on adult-led activities and show positive attitudes to learning. However, at times, the childminder leads with a focus that confines children's independent learning. For example, when they are looking to explore the tadpoles, the childminder offers a lot of dialogue and input. This limits some of the self-discovery and wonder of the natural environment around them.
- The childminder builds secure relationships with the children. Children are

beginning to manage their own feelings and develop an awareness of how these impact on others. When they feel sad, they look for comfort with the childminder, who offers cuddles and supports them to process their feelings.

- The childminder supports children to take risks as they play, both inside and outside. She particularly supports children's emotional development, recognises their emotions and listens to their wants and needs. For example, when they are hungry, the childminder offers snacks of fresh fruit and water to drink.
- The childminder has put a lot of focus on improving her knowledge and skills since her last inspection. She has attended training to support her understanding of the curriculum, and this has improved how she plans and provides activities to support children's learning and development.
- The childminder builds positive relationships with others in the community. She shares information with the school about children's progress. This creates a cohesive approach across settings.
- Children enjoy a well-resourced environment with equipment and activities suitable for the children's age and stage of development.
- Parents comment on the care and education their children receive. They comment that their children are safe and happy. Parents feel their children are making good progress. The childminder shares what she is working on with the children. She offers ideas of things for parents to do at home to support this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children. She understands the importance of early identification if a child might be at risk of harm. The childminder knows and can demonstrate the procedures to follow if she has a concern regarding a child. She knows how and who to refer to if an allegation is made against a member of the household. The childminder has clear policies in place to ensure that children are kept safe. Robust risk assessments are in place to ensure the premises remain safe and secure.

What does the setting need to do to improve?

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

- provide more opportunities for children to build on their current level of independence
- make greater use of conversations with children to repeat words, extend their vocabulary and build on their pronunciation to enhance their communication and language skills further.

Setting details

Unique reference number	EY459474
Local authority	Oxfordshire
Inspection number	10244065
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 May 2022

Information about this early years setting

The childminder registered in 2013 and lives in Brize Norton, Oxfordshire. She operates from Monday to Friday, all year round.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector discussed the curriculum and learning intent.
- The inspector gathered the views of parents and took these into account.
- The inspector observed the quality of education and assessed the impact that the curriculum has on children's learning and development.
- The childminder provided the inspector with key documentation on request.
- The inspector observed interactions between the childminder and children.
- The inspector gathered the views of the children, who shared what they enjoy doing with the childminder.

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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