

Childminder report

Inspection date: 5 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely confident in the childminder's care. They enthusiastically invite visitors into their play, openly sharing their experiences with them. They make sure their friends are actively involved in their play, sharing the tools and resources fairly. For example, when playing with dough, older children share out the cutters and rollers to make sure everyone has what they need to play.

Children love to look at books. They open the pages and talk enthusiastically about what is on each one, eager to turn the pages to see more. They talk about the story using simple words and simple sentences to support their understanding of words and increase their vocabulary. They have an excellent understanding that stories, words and pictures carry a meaning and that writing is for a purpose. The childminder extends children's love of stories by providing props. This inspires children to act out the stories and share their imagination and understanding of the story with others.

Children are extremely eager to learn. They flourish through the challenges set by the childminder to try new skills and tasks. The childminder is mindful to set the challenges realistically. Therefore, children gain a deep sense of pride and desperately want to share their achievements with others. This results in an optimum level of self-esteem.

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

- The childminder gives sensitive and extensive support to promote children's emotional welfare. She helps children to understand absences in their family due to work commitments. She provides reassurance and gentle persuasion when they display frustrating behaviour on their parents' return. She has an intense understanding for children's emotions and has a kind and gentle manner to help children through these difficult transitions. Parents highly value this emotional support that promotes continuity between home and the childminder's setting.
- The childminder provides a wide range of stimulating, exciting experiences to tempt children to explore, investigate, discover and be curious. For example, children experiment and explore with water outside. They use real bowls, a teapot, jugs and cutlery, and pour, scoop, fill and empty the vessels. The childminder constantly extends children's thinking by adding new resources that stimulate their senses. She uses fruit teabags and salt crystals to increase children's inquisitiveness. They squeeze the wet bags, discovering different smells, tastes and colours. They explore the leaves inside, feeling them between their fingers. They exclaim excitedly as the salt crystals form a shiny layer on the water and slowly dissolve in front of them.
- Children show exemplary behaviour towards each other. They show a great

respect towards each other's play. The childminder is a very positive role model and demonstrates good manners. She constantly uses 'please', 'thank you' and 'excuse me' when engaging in children's play. They respond naturally by using these manners towards their friends and their childminder.

- The childminder recognises the importance of introducing new words to help increase children's vocabulary. These words are introduced through stories and books and repeated throughout the day in other unrelated activities. For example, children learn about the King's Coronation, using words such as 'palace', 'king', 'queen', 'crown', 'flags' and 'throne'. They use the words throughout their play, when they are outside and when playing with the dough.
- Children show a significant understanding of the routine hygiene procedures throughout the day. When the childminder asks them if they would like a snack, they quickly go to the cloakroom to wash their hands. They enthusiastically wash and dry their hands. They settle down at the table to cut up their strawberries themselves and choose additional snacks. Afterwards, they exclaim that their hands are 'sticky' and go back to the cloakroom to wash them.
- The childminder exceeds the expectations for training and developing her practice. She constantly searches for new ideas and strategies to fulfil individual children's needs. She eagerly gains support through forums and other professionals to inspire her to promote a very high standard of childcare. She is currently completing further qualifications to improve her service to the highest level. She successfully introduces new practices to her daily routine to actively meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very strong knowledge of the procedures to follow if she has a concern about a child in her care. She uses her experiences to test her understanding of what to do and who to report concerns to. She completes frequent training and implements the latest guidance and information. She provides a safe and secure environment for children. They learn to listen and make safe judgements with regard to hazards in their play. The childminder uses regular outings to support children's understanding of keeping themselves safe. She uses effective questions to support children's awareness of their play environment. For example, children think carefully before walking over the wet decking, as previously the childminder has explained that it is slippery when wet.

Setting details

Unique reference number	EY427685
Local authority	Oxfordshire
Inspection number	10280213
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2011 and lives in Carterton, Oxfordshire. The childminder operates Monday to Friday, from 7am until 5.30pm, all year round. She holds a recognised early years qualification at level 3.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.

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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