

Childminder report

Inspection date: 19 July 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

The childminder ensures that children feel comfortable and settled in her care. She provides a calm environment, where children can feel safe and welcome. Children show they have trusting bonds with the childminder. They behave well. They benefit from well-established routines, which help them understand what happens when. They enjoy helping to care for their environment. On the day of the inspection, children were very enthusiastic about helping to tidy up before lunch. Through simple daily tasks such as these, children learn to be helpful and to work together as a team.

The childminder wants all children to achieve well. She plans a broad range of experiences to support all children's learning. Many of these experiences take place away from the childminder's home. This is because the childminder has a strong focus on developing awe and wonder in children about the world around them. Children learn about the environment and their local community through first-hand experiences. This helps make learning memorable, as well as a lot of fun. The childminder makes accurate assessments about children's development so she can focus her teaching on closing any gaps and helping children reach their potential.

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

- The childminder is clear that children need a broad and balanced curriculum to best prepare them for their future learning. She plans lots of experiences to support this. However, she does not consistently identify the specific skills and knowledge she wants children to learn from these. This impacts on her ability to best sequence some aspects of children's learning.
- The childminder understands the importance of children developing a wide range of independence skills before they start school. She works closely with parents to ensure that children become independent in meeting their own personal care needs. She encourages children to try and do things for themselves, such as taking off their shoes and putting on their coats.
- The childminder knows that deep learning cannot be rushed and children often need to revisit experiences to learn best from them. Because of this, she often plans repeat visits to places of interest or different activities around the same topic. For example, when children are learning about different fruits, they look at books about them, visit farm shops and cook with them at the childminder's home.
- The childminder ensures that all children hear words and phrases, correctly pronounced, to support their developing language skills. She is very effective at drawing confident, chatty children into conversations. She is not always as successful at encouraging less-confident or younger children to contribute, to best support their developing speaking skills.

- Children receive effective support to develop their confidence around new learning experiences. For example, the childminder gently introduces children to new sensory experiences. With the childminder's encouragement, children become more comfortable exploring different textures.
- Children receive effective support to become curious learners. The childminder encourages them to follow their interests and find out more about these. For example, she takes children to the library regularly, where they can choose books about their favourite topics.
- Children develop a positive attitude to following an active lifestyle. They build their stamina during regular walks and outings. Parents report that since being with the childminder, their children are so much happier and more confident to walk rather than use buggies.
- The childminder is very inclusive in her approach. She makes all children and families feel equally welcome and valued. She helps children learn about their own and other cultures. She challenges stereotypes to help children grow into respectful citizens.
- Parents speak positively of their experiences with the childminder. They find her approachable and professional. They feel very well-informed about their children's progress and share that this helps them to continue children's learning at home. They appreciate the support the childminder gives as they navigate developmental challenges with their children, such as toilet training and managing behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in keeping children safe. She has a detailed and accurate understanding of the signs of potential abuse or neglect. She knows how to report any concerns to keep children safe. She understands the risks to children of being exposed to radical ideologies or domestic violence in the home. The childminder ensures that her home is a safe and secure environment, suitable for the care of young children.

What does the setting need to do to improve?

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

- identify more clearly what children are to learn from some activities in order to focus teaching and support more precisely
- make better use of opportunities to extend younger or less-confident children's developing language skills.

Setting details

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| Unique reference number | EY375709 |
| Local authority | Oxfordshire |
| Inspection number | 10301693 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 29 January 2018 |

Information about this early years setting

The childminder registered in 2008 and lives in Banbury, Oxfordshire. She operates all year round, from 7.45am until 5pm, from Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views of the childminder and the inspector took these into account.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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