

Childminder report

Inspection date: 18 July 2023

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

Children enjoy their time in the care of the kind childminder. She is attentive to their needs and prioritises building strong relationships with them. This helps the children in her care to feel safe and secure. The childminder encourages and praises the children during their play, which helps to build their confidence and self-esteem.

The childminder listens and responds in a soothing voice to young children's chatter. She attentively engages with them as they learn to communicate with her. Children relish the praise and encouragement they continually receive from her in recognition of their efforts and achievements.

Children behave well and have fun playing with their friends. Younger children begin to use their imaginations in their play. For example, they show care and consideration as they push their baby dolls in prams around the childminder's garden. This helps children to build an understanding of caring for others and has a positive impact on their social, emotional and personal development.

The childminder knows the children in her care very well. She plans activities to meet their interests and individual needs. As a result, children demonstrate good attitudes to their learning. For example, children attentively follow the childminder's instruction of how to carefully cut their fruit at snack time. The childminder praises children for mastering their cutting skills. This supports children's independence skills successfully and builds their growing confidence.

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

- Children, including the youngest, learn about the wonders of the natural world from an early age. The childminder plants flowers and grows vegetables with the children and takes them fruit picking to local farms. She explains to them when the tomatoes are ripe and incorporates information about healthy eating into their conversations. Children learn to understand where fruit comes from and how to nourish their growing bodies.
- The childminder genuinely enjoys playing and having fun with the children. For example, she teaches them how to play bat and ball games and how to throw a frisbee. Children smile with joy as they learn to master these skills. This promotes children's developing coordination skills and benefits their overall physical development effectively.
- The childminder plans appropriate activities and provides resources that help children to strengthen their fine motor skills. For example, children show high levels of concentration and perseverance as they thread the beads on the floppy string. This supports their small-muscle development and hand-eye coordination

skills successfully, ready for their next step in their learning and development.

- Overall, the childminder is successful in promoting children's emerging communication skills. She chats, reads and sings to them and takes them to a weekly music group. However, on occasion, she does not use the correct vocabulary. Instead, she uses unclear words to describe what she means. This does not consistently extend children's language skills.
- Although the childminder supports children with their early mathematical learning, she does not always consider the ages and abilities of the children present during activities. For example, as children dig up objects and numbers from the heavy duty plastic table, the childminder asks them to count the objects and match them to the numbers. However, some children soon lose interest and wander off, as the activity is either too complex for their differing ages or too repetitive. This does not always provide the same learning outcome for all children.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines, dietary and medical needs, interests and development before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. This helps children make good progress from their starting points.
- Partnerships with parents are strong. Parents comment that they appreciate the variety of activities on offer and that their children feel happy in the childminder's care. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents collaboratively and shares information about behaviour management.
- The childminder and her co-childminder work in a successful partnership. They share ideas and have weekly planning meetings to ensure that activities can be adapted to children's individual curriculum. This supports the children in their care and ensures that their individual needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding and child protection. She confidently understands her responsibilities to help keep children safe. The childminder and her assistant undertake mandatory training to help keep their safeguarding knowledge up to date. The childminder ensures that she is fully aware of the work of the local safeguarding children partnerships. There are clear and concise procedures for the childminder to follow if she has concerns about children's welfare. She has a secure knowledge of the procedures to follow should an allegation be made against herself or any adult living in her home. Additionally, the childminder practises regular fire drills with the children to ensure the safety of all individuals on the premises.

What does the setting need to do to improve?

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

- gain a better understanding of using correct vocabulary during interactions, to further support children's developing language skills
- strengthen the sequencing of the mathematics curriculum to consistently deliver learning opportunities closely matched to children's stage of development.

Setting details

Unique reference number	EY440789
Local authority	Oxfordshire
Inspection number	10295461
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	0 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 December 2017

Information about this early years setting

The childminder registered in 2012 and lives in Thame, Oxfordshire. She operates Monday to Thursday, from 8am until 5pm, all year round. She has a relevant childcare qualification and works with another childminder and an assistant. The childminder is in receipt of funding for the provision of free early education for children aged two-, three- and four-years old.

Information about this inspection

Inspector
Katharina Hill

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 provider.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the written views of parents provided on the day of the inspection.

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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