

# Childminder report

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Inspection date: 11 October 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a very caring and nurturing environment for children. The children develop a strong sense of belonging, confidence and self-assurance. The childminder provides a routine for children as close to that at home as possible. Children settle quickly and feel safe, secure and part of the family atmosphere that the childminder heavily promotes.

Children share with others and learn to negotiate in their play. The childminder gives children appropriate support to help them wait until others have finished with toys. The childminder is a good role model. She shows children how to work as a team with her co-childminder and assistant. Children describe themselves and their friends as a 'family'. They develop close friendships and positive social skills to interact and negotiate with their friends in readiness for school.

Children constantly explore and experiment in their play. This helps to extend their interest to want to know more. They freely play outside and inside, continuing their play through both environments. The childminder encourages children to lead the play. She positively interacts with children to help them gain confidence to test their knowledge further. Older children confidently experiment in their play, showing curiosity, intrigue and asking questions. They are eager to know more.

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

- The childminder supports children's home lives and celebrates birthdays with them. She helps children to recall information from the past and recent events linked to their home lives. Children enthusiastically share their experiences with others. They excitedly talk about future events, such as moving to another country. This helps to support the anticipation of new situations with a sense of confidence and enthusiasm.
- Children confidently and constantly use complex language. They freely talk throughout their play. The childminder uses effective questions to extend children's curiosity, and she helps them to think critically. Older children use speech effectively to describe their play and their findings. However, some children with less confident communication skills do not always have the opportunity to answer for themselves. Sometimes, more confident children answer for them. The childminder does not always help more confident children to wait to allow others to answer and talk for themselves.
- Children learn to manage their own personal needs. They understand the use of routines and the importance of positive hygiene practices. The childminder helps children to learn about healthy lifestyles by exploring movement, gaining fresh air and following their own routines for eating and sleeping. She sensitively supports younger children's reluctance at nappy-changing time.

- Parents make positive comments about the care and attention to detail their children receive during their time with the childminder. The childminder has a very positive attitude towards the demands on working parents and provides a flexible approach for the attendance of children. She actively gains feedback from parents and makes changes to her service according to parents' needs.
- The childminder provides effective support for children to move to their next place in their learning. They explore the environment they are moving to through activities such as role play and story times. Children are highly supported in coping with changes in their home lives, for example accepting change in their family, such as the arrival of new babies. The childminder talks to children about the changes expected and their positive impact on them.
- The childminder gains regular information through an effective support network regarding new practices and how to meet the needs of children. She is eager to improve and is enthusiastic to change her practice according to the needs of individual children. She shares new ideas and information with her co-childminder and assistant to promote continuity for children. She engages well with advisors from the local authorities and other practitioners. The childminder works with her colleagues to effectively evaluate the impact their practice has on the continuous development of individual children. She swiftly changes her practice to make it more effective.
- The childminder is passionate about providing a personal service for families in her local community. She works closely with other professionals involved in the care and welfare of children to drive for a consistent approach to meeting their needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of their responsibilities to protect children from harm. They know the causes for concern and the signs and symptoms of abuse. The childminder keeps up to date with information and is aware of who to report concerns to. She helps children to feel safe and secure in an adaptable environment. The childminder uses daily checks to assess the safety for individual children when out and about. Children learn to use their play space safely. For example, from an early age, they negotiate how to step over stair gates and door entrances to explore other areas in the childminder's home.

## What does the setting need to do to improve?

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

- support less confident children more effectively to use their voices to independently express themselves.

## Setting details

<b>Unique reference number</b>	EY416574
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10304981
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

The childminder registered in 2010. She lives in Oxford. Her core hours of work are Monday to Friday, from 7am to 5.30pm, all year round. The childminder works with her daughter, who is also a registered childminder, and with an assistant. 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her co-childminder, her assistant and children.
- 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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