

Childminder report

Inspection date: 6 November 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 settle quickly into the nurturing and welcoming environment that the childminder creates. Children benefit from opportunities to meet the childminder and each other before they are left regularly in the childminder's care. This means that when they are left, faces are familiar, which helps children settle and feel secure. Children behave appropriately for their age. They respond well to the clear, consistent and kindly delivered messages that the childminder gives about expectations and routines. Children are learning to cooperate and consider the needs of others.

The childminder wants all children to achieve well. Her strong focus on younger children's personal, emotional and language development helps all children develop the core skills they need to develop a positive attitude to learning. Children learn to use resources purposefully, which helps maintain their focus and concentration. For example, because the childminder shows them how to pour, whisk and mix, children's interest in the water tray is maintained and they enjoy practising these new skills. Children are able to express their needs because the childminder focuses on teaching children the words and phrases they will find useful to do so.

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

- The childminder teaches children well to do things for themselves. She teaches children how to wash their hands, organise their belongings and put their shoes on and off. This supports children's developing independence.
- The childminder works effectively with parents to help children gain a love of books. This helps children develop the language of storytelling that will help them access more formal literacy teaching at school. The childminder sends books home with children, so they can enjoy these with their families. She takes children on regular trips to the library. She ensures that children have daily opportunities to explore books with her.
- The childminder understands the value of repetition and consistency for children to remember long term what they are being taught. She routinely counts with children as they play, teaching them that actions as well as objects can be counted. She repeats key words to children, helping them extend their vocabulary and make the links between words and what they see and do.
- During periods of child-initiated play, the childminder makes very effective use of opportunities to teach children new skills and build on their vocabulary. However, sometimes she does not clearly explain more adult-led activities to children. This sometimes results in children not fully understanding what they are going to be doing. Children quickly lose interest or cannot join in as much as they could.
- Children learn to appreciate the benefits of following a healthy and active lifestyle. The childminder encourages children to try a wide range of healthy

foods to drink regularly and to spend time every day playing energetically, usually in the fresh air.

- The childminder broadens children's experiences with regular trips into the local community. Children explore woodlands and visit local parks, libraries and toddler groups. This helps them understand their local surroundings. However, the childminder does not plan a wide range of experiences that help children learn about the wider world. Children have limited opportunities to develop their understanding of diversity and cultures beyond their own.
- The childminder works hard to engage parents in their children's learning. Parents appreciate the advice and support the childminder offers as they navigate the path of parenthood. Parents are able to give examples of how the childminder has helped them to help their children reach developmental milestones.
- The childminder is committed to continuing her own professional development. She seeks out training opportunities to build further on her ability to help children learn. She then puts what she learns to good use to extend children's knowledge. For example, she completed training to enable her to teach children more about the natural world and how to explore nature safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe, secure and suitable for the care of children. She understands her role in keeping children safe and being alert to any signs they may not be safe elsewhere. She knows how to respond to, and share, any such concerns to help protect children from harm. She knows what to do if an allegation was made against herself or another household member. She has effective arrangements in place to keep her safeguarding knowledge updated.

What does the setting need to do to improve?

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

- help children understand what they are going to be doing during adult-led activities, so teaching can be more focused on building further on what children remember and can do
- deliver a more extensive and considered range of experiences that help children develop a deeper understanding of their own and other children's cultures.

Setting details

Unique reference number	EY357233
Local authority	Oxfordshire
Inspection number	10301664
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	6
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2007 and lives in Oxford. She operates all year round, from 7.30am to 6pm, Monday to Friday. She holds a recognised childcare qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

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 their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took account of these.
- 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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