

Childminder report

Inspection date:

5 December 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

The childminder creates a very welcoming and homely environment. This, alongside her calm, kind and encouraging nature, ensures all children feel safe, secure and valued. Children move around the childminder's home confidently, choosing what to do and initiating conversations with the childminder and each other. Children thoroughly enjoy the childminder's company and clearly see her home as 'their place'. Children learn well to share, take turns and consider the needs of others.

Children benefit from a programme of learning that is carefully planned and suitably challenging. The childminder knows the children she looks after very well and accurately identifies what they will most benefit from learning next. She builds carefully, over time, on children's existing skills. For example, she plans step-by-step how to move children from drinking from bottles to open cups. Children master such new skills well because of the attention to detail the childminder shows. Children also develop a positive attitude towards learning. This is because activities are planned based on their interests and abilities. In addition, the childminder is highly effective at engaging with children as they learn and explore. This makes learning fun and meaningful for children.

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

- Children benefit from being cared for by a childminder who puts a strong focus on developing their speaking and listening skills. The childminder understands how important it is that children develop these skills if they are to reach their full potential in other aspects of their learning. She leads children in meaningful conversations, leaving gaps for children to share their views and respond to what she says. The childminder introduces children to different words that have the same meaning, to increase their understanding and vocabulary. Children develop well into confident communicators.
- Children show real confidence in using their mathematical knowledge. They have plenty of opportunities to practise what they have learned because the childminder routinely incorporates counting and problem-solving into their play. Children are encouraged to apply what they know in their play, such as estimating how many pieces of fruit are on their plate and how many would be left if they took one away.
- The childminder knows children well and clearly identifies what they need to learn. Occasionally, when planning adult-led learning experiences, the childminder attempts to cover too many different areas of learning in the one activity. This impacts on her ability to focus her teaching precisely enough to enable children to fully focus and get the most out of the activity.
- The childminder is very skilled at checking what children have remembered and,

therefore, learned, long term. She also ensures that learning is accurate. She skilfully weaves questions about previous learning into children's play, without disturbing children's focus and enjoyment. She then gently ensures children have remembered correctly, such as when animals hibernate. This approach both enables her to assess learning and also ensures learning is well embedded.

- Children develop well into polite, confident and considerate young people. The childminder is a very good role model. She leads by example, showing great interest in what children have to say, listening politely and responding enthusiastically. She teaches children the language they need to ask for things politely and take turns.
- The childminder makes all children feel equally welcome and valued. She shows interest in their lives. This, alongside her warm and caring personality, really helps build children's self-esteem. Under the childminder's guidance, children come to see themselves as valuable, capable citizens.
- Partnership working is at the heart of the childminder's practice. She has developed highly effective ways of working closely with parents and staff at other settings children also attend. Parents speak extremely highly of the childminder and the ways in which she supports them to further children's learning at home. For example, parents appreciate the regularity with which books are sent home to read to their children. Nursery staff praise the childminder's professionalism and the ways in which she builds further on what children are learning at nursery.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure she remains confident in her ability to recognise and respond to any signs that may indicate a child is at risk of harm. She understands that children can show signs that they are at risk in many different ways, such as what they say, how they behave and how they play. She knows what to do if she ever had any concerns about others who work with children. She maintains a safe and secure home, 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:

- improve how some activities are presented, to better enable children to focus well on the main intended learning.

Setting details

Unique reference number	133565
Local authority	Oxfordshire
Inspection number	10307995
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder lives in Banbury, Oxfordshire and registered in 1992. She offers care 7.30am to 5.30pm, Monday to Thursday, all year round. 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 their 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 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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