

# Childminder report

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Inspection date: 8 December 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**

Children are very confident in the childminder's care. They are fully aware of their surroundings, exploring and extending their choice of play. They have close attachments with the childminder. Children feel secure and reassured through the childminder's regular routines and clear expectations.

Children are eager to learn and know more. They help themselves to further resources, telling their friends what they plan to make and do. For example, children build complex constructions with bricks, using mathematical language to describe how tall their structures are and organising the bricks by colour and shape.

Children confidently explore different movements and the effect of their bodies by using a great range of outdoor play. They visit local parks and take walks to visit the ducks. Children learn to keep themselves safe. For example, they eagerly press the button on the crossing and hold hands when crossing the road. The childminder encourages children to assess their capabilities to use large equipment safely. She instils rules, such as using the ladder to climb and slide down the slide.

Children explore the outside world and the community around them on a daily basis. The childminder plans these experiences to enrich children's understanding of the world around them. They visit the library to choose books, listen to stories and share their experiences with their friends. They join in rhyme time. The childminder encourages children to listen to others people's experiences, engage with different generations and enrich their life skills. For example, children talk confidently to older people in the shops and learn to sit politely in cafes.

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

- The childminder uses routine tasks to support children's independence and their understanding of hygiene. Children confidently explain to the childminder how to wash their hands and why. They explain that they need clean hands to eat their snacks. Children learn to eat meals and snacks together. They develop strong social skills through outings to cafes, sitting together at a table and waiting for others to finish their snacks.
- The childminder has a clear knowledge of children's next steps in their development. She uses positive interaction and engagement to help children to think critically, question how things work and have confidence to experiment further with their play. For example, children experiment with interactive toys, finding ways to make them move. However, the childminder does not fully promote children's focus and inquisitiveness. For example, when children request familiar stories, the childminder does not draw their attention to the storyline to

help them to gain the most from their chosen activity.

- The childminder promotes strong partnerships with parents to support children's continuity of care and learning. She shares information to help parents promote children's learning at home. Parents appreciate the childminder's support with how to access funding as well as with their children's transitions to school or pre-school.
- The childminder works closely with other settings that the children attend. She shares information with children's key person to promote consistent practices. Children develop familiar relationships with their new key person to help them to settle quickly and confidently.
- Children's communication and language are promoted throughout all their experiences with the childminder. The childminder constantly models language for children, chatting to them and commenting on their play. Older children, with more established communication skills, listen, respond and talk about their experiences using complex language. They openly describe their play. However, the younger, less confident children receive less effective support to develop their clarity in their speech. The childminder does not always encourage older children to allow other children to talk for themselves.
- The childminder enthusiastically completes ongoing training. She implements new practices well and constantly evaluates and reflects on the impact of her practice. She uses effective support networks to share practices and develop her own with regard to the individual needs of the children attending her setting.
- Children learn to appreciate and recognise other children's emotions. They learn to share and take turns in their play. They negotiate with their friends and appreciate other children's play, sharing their friends' achievements with each other. The childminder is a positive role model, constantly using polite manners to help children to understand appropriate social skills, such as saying 'please' and 'thank you'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to keep children safe from harm. She has a strong knowledge of the signs and symptoms of child abuse. She constantly updates her understanding of procedures through notifications and training. The childminder keeps children's records up to date and exchanges information with parents to promote children's welfare. For example, she shares records of any accidents that happen in her care and carefully monitors for any patterns of concern. The childminder carefully considers children's safety in her house. She carries out daily risk assessments to check the suitability of children's play areas and makes changes according to children's needs.

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

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

- use children's requests and choices more effectively to help them to complete activities to their own satisfaction
- help the less confident children to communicate their needs and express themselves more effectively.

## Setting details

<b>Unique reference number</b>	134900
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10308000
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	23 March 2018

## Information about this early years setting

The childminder registered in 2000. She lives in Witney, Oxfordshire. The childminder provides care Monday to Friday, from 7.30am to 6pm, throughout the year, except for bank holidays and family holidays. 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.

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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