

Childminder report

Inspection date: 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly with the caring and attentive childminder. They develop into happy, confident and talkative individuals. The childminder has an effective system in place for new children. She gathers detailed information about each child, which helps them feel safe and comfortable. The childminder also uses this information to offer a wide range of activities based on children's interests, needs and abilities. This helps to motivate them to learn and develop good concentration skills.

The childminder organises ample experiences for children to play outdoors in the fresh air, such as in her garden and at the local park. Children show their impressive balancing skills as they travel along the large equipment. The childminder expertly helps those less confident, using a step by step approach. In this way, they build up courage and skills to succeed at a physical task. Children show pride in their efforts, smiling when they receive praise for their achievements.

Children behave well. They are regularly reminded by the childminder about the rules and boundaries expected of them, such as sharing their toys. Children become familiar with the routines of the day, helping them to know what is happening next. The childminder consistently encourages children to manage their self-care needs, from the start. For instance, they persevere really well when doing up their coat zips. This approach greatly promotes children's independence and self-esteem.

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

- The childminder has a good understanding of how young children develop, particularly in their language and early literacy skills. She effectively enhances their vocabulary. For example, the childminder reinforces new words when reading children's favourite stories. She asks them questions about the story and encourages the use of newly learned words in their answers. Children love to practice their drawing skills and create pictures of their family members. They talk proudly about their pictures and readily add more detail to the images, such as a neck, fingers and eyebrows. The childminder helps to prepare children well for their next stage in education.
- Children learn about the importance of adopting healthy lifestyles. This is evident when the childminder holds interesting conversations with them about healthy food choices. Children know that sugary foods are a 'treat', but in abundance, is bad for their teeth. The childminder ensures that they drink water regularly, especially after physical exercise. Children wipe their own noses, dispose of the tissues appropriately and wash hands thoroughly to minimise the spread of infection. This supports their well-being and good health.
- The childminder is committed to offering the highest quality of education and

care. She reflects on her practice and thinks of ways to improve her teaching even more. For instance, she shares good practice with other childminders and works closely with other settings that children may attend. The childminder works in partnership with parents to promote children's learning at home, such as sharing ways to support children's understanding of their emotions. This helps to enable children's continual learning.

- The childminder creates a well-equipped, organised learning environment where children have free access to resources. This helps children choose what they want to play with. They involve the childminder in everything they do, such as when they play imaginatively and take on the role of a nurse. They show curiosity as they learn about the purpose of items in the toy first-aid kit. However, on occasion, when children come across a minor problem during their play, such as showing some difficulty when connecting construction bricks, the childminder is too quick to fix it for them. This does not help children to think for themselves and test out their ideas.
- The childminder gets to know children well. She assesses their ongoing progress and identifies what they need to learn next. However, the childminder does not always plan accurately enough for an adult-led activity. In these situations, she does not effectively build on what she knows about each child's development and extend their learning even further.
- Parents are very complimentary about the childminder. They are impressed with the way she uses her acquired knowledge of children to help them settle well. Parents say that their children are excited to go to the childminder's home. They enjoy listening to their children's detailed accounts of their day with the childminder and their friends. Parents report on the good communication they receive from the childminder, particularly the advice she gives. This joint way of working helps children to progress well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the opportunities for children to explore more freely, work independently and apply their own thinking skills to solve problems
- refine the planning of adult-led activities to more precisely tailor these to what individual children need to learn next.

Setting details

Unique reference number	2641662
Local authority	Oxfordshire
Inspection number	10301514
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	2 to 10
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Chinnor, Oxfordshire. The childminder operates Monday to Thursday, from 8am to 6pm, all year around. She is eligible for funding for the provision of free early education for children aged two, three and four years. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Sonia Panchal

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 they ensure it is safe and suitable.
- The childminder spoke to the inspector about what she wants children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of parents' feedback about the education and care their children receive.
- 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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