

Childminder report

Inspection date: 24 January 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Plenty of love and cuddles allows children to form secure relationships with the childminder. Children receive endless praise and warmth during interactions. Babies and young children snuggle up for cuddles and settle extremely quickly. Quality reciprocal relationships mean that children's self-esteem and confidence are supported very well. The childminder models good behaviour and encourages children to be independent and carry out small tasks for themselves. For example, they eagerly use the dustpan and brush to keep the floor clean. Children smile proudly as the childminder praises their efforts, which promotes their self-esteem. They behave very well at this setting.

All children are confident in exploring the childminder's home. It is full of opportunities for children to learn. The childminder plans activities that follow the children's interests. This demonstrates that she values their opinion. The childminder knows how to support children in their speech and language development. She listens carefully as young children try out new words and repeats phrases to help them to begin to put words together. All children are developing a love of stories. They enjoy snuggling up with the childminder and reading books. She uses good expression and is animated in her reading to make story times interactive and engaging. Children talk eagerly about what they see in the books and use a detailed and wide vocabulary. For instance, children name the lobsters, sharks and dolphins, and the childminder teaches them new words such as 'stingrays' when they read a book about sea creatures. Children do well in their speech and language development.

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

- The childminder has warm, trusting relationships with children in her care. Children enjoy spending time with her and show that they feel safe and happy. The childminder supervises children closely and is quick to notice when they appear hungry, thirsty or tired. She celebrates their efforts and achievements with praise as they play. As a result of this, children are confident, behave well and get involved in a range of experiences.
- Partnerships with parents and staff at other settings that children also attend are strong. The childminder regularly exchanges useful information about children's achievements regularly. She shares resources, such as books, with parents so that children can enjoy familiar stories and extend their learning at home. The childminder demonstrates integrity in everything she does. She forms close relationships with parents and values their regular feedback.
- Overall, the childminder has a clear intent for her curriculum and what she wants children to learn. She develops a curriculum that focuses on promoting curiosity, building children's independence and getting them ready for starting school.

However, although she knows children well and provides stimulating learning opportunities, she does not always successfully adapt adult-led activities to keep all children engaged. For example, during an adult-led activity with dough, younger children lost interest as the activity focus is designed for older children's learning and development needs and less so for the younger children.

- Children enjoy real-life experiences in the local community. For example, the children visit a local café run by young adults with special educational needs and/or disabilities, as well as weekly visits to the local library. This helps children develop an understanding of the world around them and the community they live in.
- The childminder demonstrates a genuine enjoyment of her work. She works hard to maintain quality and develop her own practice. The childminder takes time to seek out new training. She attends local networking groups and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides.
- Children begin to manage their own self-care needs well. For example, the childminder teaches them how to wash their hands ahead of mealtimes and put their shoes and coats on by themselves. Children are learning how to use cutlery competently. For example, they use knives to cut their own fruit at snack time and spoon their chosen fruits into their bowls. This helps them to become more confident and independent.

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 organisation of adult-led activities to reflect more effectively the interests and learning needs of all children taking part.

Setting details

Unique reference number	EY420538
Local authority	Oxfordshire
Inspection number	10312376
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 April 2018

Information about this early years setting

The childminder registered in 2010 and lives in Bicester, Oxfordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Amanda Perkin

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 provider.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector talked to the childminder and the children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation 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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