

# Childminder report

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Inspection date: 6 February 2024

<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

The childminder has a clear idea for what she wants children to learn. There is a focus on children developing independence, social skills and language. The childminder plans activities to support children. She recognises that attending toddler groups in the local area provides children with rich experiences to meet with others in group situations. This helps to boost their personal, social and emotional development. The childminder takes children to the local library, where they join in with rhyme times and chose books to share. Therefore, the childminder finds ways to implement her curriculum well. The childminder promotes children's communication and language development well. She repeats words and introduces children to new descriptive words when playing. For example, when playing with cereals the childminder explains that children are 'scrunching, crunching and scooping'. Children recall the new words they have heard, showing that they recognise and quickly absorb the new learning.

The childminder creates a calm, homely environment, where young children flourish. All children are content and settled. They develop strong attachments to the childminder and demonstrate their affection for her as they regularly return to her to sit on her lap, hold her hand and touch her hair and face. Their behaviour is consistently good and they show a strong desire to learn.

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

- The childminder has a good awareness of how children develop. She has undertaken training to enable her to reflect upon and develop her curriculum. However, she has had less focus on developing her knowledge and understanding of how to support children with special educational needs and/or disabilities (SEND). As a result, she does not fine tune the curriculum to include specific and targeted intentions for children with SEND. Despite this minor weakness, all children experience rich learning that enables them to make good progress.
- The childminder refers to relevant literature to support her in planning for children's learning, reviewing their progress and planning what they need to learn next. This helps her to be well informed about how children develop and to sequence the curriculum to, generally, match their changing needs.
- Children are confident and explore activities with a sense of purpose. The childminder ensures that she focuses on the prime areas of learning and this creates good foundations for children's future education.
- The childminder is gentle and affectionate with children and they return to her for comfort and reassurance when playing. The childminder understands that very young children go through a variety of stages in their emotional development and she responds well to each. For example, when young children

display anxiety if the childminder or their parents are out of sight, she develops a plan alongside parents to increase children's confidence. This successfully promotes children's sense of security and they quickly pass this phase of uncertainty.

- Children follow their own preferred routine. The childminder plans each part of the day to boost children's learning. This includes periods of being active followed by rest. As a result, children have the emotional and physical support that they need to feel ready for learning.
- The childminder gathers information effectively from parents and other settings that children attend. This helps her to find out what children already know and can do. She exchanges information with parents to help them to know how to support their children at home. The childminder makes good use of technology, sharing photographs and links to online resources where parents can find out more about the activities and songs and rhymes children are learning.
- The childminder is aware when children's development does not meet expectations and works with parents to gain additional support from professionals. The childminder draws on her knowledge of developmental expectations to measure what progress children are making and to reflect on where further help is needed. This shows she has a proactive approach to supporting children with emerging special educational needs and/or disabilities.
- The childminder maintains a safe and hygienic environment and supervises children well. She can readily recognise the signs and symptoms that might indicate that children are at risk of harm and has information readily available to make any required referrals to local safeguarding partners. This demonstrates her commitment to keeping children safe.

## 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 already good knowledge of how children learn to develop a curriculum that is even more challenging and ambitious for children with special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	EY498286
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10311950
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 April 2018

## Information about this early years setting

The childminder registered in 2016 and lives on the outskirts of the town centre of Banbury, Oxfordshire. She provides care Monday to Thursday, from 8am until 5.30pm, all year round, except for family holidays and bank holidays. The childminder receives funding for the provision of free early education for three-year-old children.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback.

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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