

Childminder report

Inspection date: 5 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this homely environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. Children delight in joining in with her as they peel, chop and cut fruit using knives at snack, following on from a well-known story. The childminder models good behaviour and encourages children to be independent and carry out small tasks for themselves. For example, she encourages all children to have a go at using the knives skilfully, by supporting them to 'saw', 'chop' or 'push a little harder'. This helps children to develop a sense of belonging and gain confidence. The childminder has high expectations of children's behaviour. This helps them to learn good manners. Older children say 'please' and 'thank you' often.

All children are confident in exploring the childminder's home. The childminder supports children in their communication and language development well. She reads lots of books to the children and they are able to recall favourite stories and predict what will happen next. This helps them to build their vocabulary. The childminder narrates as children play and supports them to develop their conversational skills by responding to what they say and modelling new language to them. For example, when discussing the story about the Hungry Caterpillar, children learn that 14 days represent a fortnight and that after the caterpillar has built a cocoon, it turns into a beautiful butterfly.

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

- The childminder knows the children in her care well. She bases her ambitious curriculum on each child's individual next steps and interests. She plans effective learning opportunities, which engage children fully to support their learning well. For example, the childminder plans a range of activities to strengthen children's fine motor skills in readiness for early writing and children's next stage in learning, such as school.
- Parents speak highly of the childminder. They feel reassured that their children are cared for in a safe and secure home environment. Parents feel well informed about their children's development and how they can support learning at home.
- Children are provided with a range of different experiences in the local community. For example, they visit the older residents in a local care home to share a story. In addition, they visit zoos, parks and wildlife parks, as well as making regular visits to the local library. As a result, children develop an understanding of the world around them and the community they live in.
- The childminder has developed some early relationships with other settings that some of the children attend. However, this is not yet fully effective for all children. The childminder does not always exchange information about children's learning and their next steps to provide continuity in their learning and care.

- Children enjoy spending time with the nurturing and kind childminder. She 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, children are confident, behave well and get involved in a range of experiences.
- The childminder works hard to maintain quality and develop her own practice. She takes time to seek out new training and attends a range of courses face to face and online. The childminder regularly networks with other childminders to discuss changes, including the updated regulations.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands ahead of mealtimes, and older children are able to take themselves to the toilet. This helps them to become more confident and independent.
- The childminder is skilled at interacting and communicating with children. The children join in with conversations about a wide variety of topics. For example, they talk about the benefits of good oral health and use tweezers to extract teeth in their imaginary play. The childminder provides high levels of support for children's learning, using effective teaching methods to engage them. She asks questions, encourages them to think for themselves and to solve problems. She is quick to make the most of learning opportunities.

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:

- work more closely with all other settings that children attend to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	EY407594
Local authority	Oxfordshire
Inspection number	10317284
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	9
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Carterton, Oxfordshire. She operates from Monday to Thursday between 7.30am and 5.30pm, all year round. The childminder holds an appropriate early years qualification at level 3. She receives funding for the provision of free early education for children aged three years.

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 provision.
- 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 these views into account.
- The inspector talked to the childminder and 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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