

# Childminder report

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Inspection date: 8 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**

Children thrive in this warm and welcoming setting. They form secure relationships with the childminder. Children understand the routines of the day and know what to expect, which helps them to feel secure. The childminder is attentive to children's needs and responds quickly, such as when they need a rest. She sensitively acknowledges when children are upset, helping them to manage these feelings. The strong relationships mean that children's self-esteem and confidence are supported effectively.

Children behave well. The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others and build friendships. Children are learning to take turns and to share resources. They move freely around and choose how they want to play. Children learn how to be kind and to play cooperatively with one another. The childminder plays alongside children and reminds them about good behaviour.

Children benefit from an array of outdoor learning experiences to develop their knowledge and understanding of the world. The childminder plans activities, outside the home, to give children new social experiences. Children attend regular playgroup sessions, go on nature walks and trips to local parks. They meet new children and people and develop confidence in new social situations.

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

- Partnerships with parents are strong. Parents highlight their appreciation for the childminder and the service she provides. They comment on the strong attachments their children have made with the childminder and how happy and settled they are. Many children and families have remained with the childminder for several years. The childminder knows families very well. She keeps parents fully up to date with their child's learning through, for example, informative daily diaries.
- Children have fun as they learn. The childminder teaches children good early mathematical skills. For example, she reinforces children's number skills as they count golden coins for Chinese New Year. Children learn the difference between heavy and light as they weigh the coins. There is a good range of stimulating toys and resources inside and outside. However, at times, the childminder does not organise the environment fully effectively to enable children to further develop their independence skills, for instance, by making their own choices.
- The experienced childminder has a secure understanding of how children learn and develop. She accurately identifies what children need to learn and plans effectively for their development needs. She uses her knowledge to plan activities that help children to build on their skills and move on in their learning.

- Babies' and children's early communication skills are well supported. The childminder sits with children as they play and talks to them about what they are doing. She builds on their speech and language, helping them to extend their vocabulary. Overall, the childminder helps children communicate well for their ages, and they eagerly respond to questions and instructions. However, on occasion, she does not fully support less-confident children to respond and develop their skills even further.
- The childminder encourages children to develop a love of books and stories. Children sit together as the childminder uses puppets to bring stories to life. They excitedly identify the characters they see. This helps to promote children's enjoyment of reading well.
- The childminder supports children's physical health and overall well-being effectively. Children are developing their physical skills and coordination, in relation to their age. Babies enjoy shaking tambourines to create sounds and are delighted with the result. Children benefit from daily walks to school and regular activities outside, where they enjoy fresh air and exercise. The childminder grows vegetables with the children in the summer, which encourages healthy eating. Children understand the importance of following good hygiene routines, for example they regularly wash their hands.
- The childminder is reflective about the service she provides. She meets with other childminders to share ideas, good practice and updates. The childminder seeks feedback from parents to help her make improvements. She has completed training and researches information to keep her knowledge and skills up to date.

## 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:**

- review and improve opportunities for children to further develop their independence skills and make their own choices
- strengthen the support for children who are less confident to help them make even better progress with their communication skills.

## Setting details

<b>Unique reference number</b>	134284
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10307997
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	1 March 2018

## Information about this early years setting

The childminder registered in 1992 and lives in Thame, Oxfordshire. She operates all year round, from 8am to 5.30pm on Monday to Friday. She has a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Robertson

## 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 childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documents were looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to and interacted with the children.

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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