

# Childminder report

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Inspection date: 15 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**

Babies and toddlers settle quickly in this welcoming environment. They receive praise and warmth during their interactions with the childminder. Her calm and patient manner encourages children to feel at home. She recognises when babies are hungry or tired and swiftly attends to their needs. They snuggle in for hugs and settle well. The childminder is highly responsive to children's individual needs, and they are secure in their familiar routines.

Children behave well. The childminder treats them with kindness and consideration. This helps children learn how to treat others and build relationships. For example, they are learning to share toys and resources with each other. This helps to develop their social skills. Children benefit from plenty of encouragement from the childminder. They are learning to recognise their emotions. For example, the childminder uses picture prompts to help toddlers describe how they are feeling. She supports children's self-confidence and self-esteem effectively.

Children benefit from a range of learning opportunities in the local area and wider community. The childminder plans activities, outside the home, to give children new social experiences. For example, children go on trips to the park, the local farms and the arboretum. 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?**

- The childminder builds skilfully on what children already know and can do. She observes and assesses children and uses this to plan effectively for the next steps in children's learning. Ongoing observations help the childminder to identify any gaps in children's learning. She provides appropriate support to close these gaps. This ensures that children make good progress.
- The childminder provides good opportunities for children to follow their interests. For example, when they become fascinated with babies, she organises activities to support this. Toddlers carefully wash and dry a baby doll. The childminder extends the learning by getting them to feed and put the baby doll to bed. They show their imagination as they pretend to change nappies and care for their 'baby'.
- The childminder arranges her home and resources effectively to ensure that children can make choices in their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. However, on occasion, the childminder intervenes too quickly. This means that toddlers do not always have the opportunity to be creative and to follow their own ideas.
- The childminder teaches children good early mathematical skills. For instance, she reinforces children's number skills as they count the toes on a baby doll.

Physical development is good. Children have daily walks in the local area, and babies learn to use a walker. They have many opportunities to practise their small-muscle skills. For example, children enthusiastically place puzzle pieces and make marks on whiteboards.

- Children develop a real love of books. They are encouraged to regularly look at books and happily listen to stories. The childminder reads books with expression, and children are excited to see what might be on the next page. They independently choose books and sustain concentration well as they 'read'. Overall, speech and language are supported well. However, on occasion, the childminder does not recognise when to repeat new words or reinforce vocabulary to develop children's skills even further.
- Parents leave positive feedback and appreciate the reassurance and support that are given by the childminder. They highlight the 'happy, engaging environment'. The childminder keeps parents informed of their child's progress through, for example, daily feedback and individual diaries. The childminder shares the activities that children enjoy and the next steps in their learning with parents.
- The childminder evaluates her practice to help identify areas where she can improve. She completes training to refresh her knowledge and develop new ideas, in order to extend children's play and well-being. Since the last inspection, she has developed the outside spaces for children. This now includes birdfeeders and areas for picnics, where children can observe squirrels and ducks in the natural world.

## 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:**

- avoid intervening too quickly to allow toddlers better opportunities to be creative and follow their own ideas
- enhance the support for children to hear and learn new words to further extend their communication and language development.

## Setting details

<b>Unique reference number</b>	EY499456
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10317230
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	3 May 2018

## Information about this early years setting

The childminder registered in 2016. She lives in Didcot, Oxfordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. 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 documentation was 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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