

Childminder report

Inspection date: 22 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 benefit from being cared for by a childminder who makes them feel very welcome. Children arrive cheerfully. They are keen to start their day with their friends. Children offer the childminder lots of smiles and hugs, and receive plenty of the same back in return. Children show they feel happy and safe in the childminder's care. They thrive in the positive environment the childminder creates, and learn to be helpful and considerate of others.

The childminder wants all children to learn plenty of skills and gain lots of knowledge. She notices children's interests and plans carefully how she will use these to help children learn new things. This helps children develop positive attitudes towards learning. Children enjoy their learning and become engrossed in what they are doing. For example, the childminder takes children's interest in magnetic blocks and uses this to teach them about shapes, construction and problem solving. The childminder takes children's interest in their written names and builds on this to encourage children to consider other things that are unique to them and make them special. This helps build children's sense of their own identity.

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

- The childminder plans well to help children remember long-term what they have been taught. Children use their new knowledge to solve problems and enhance their own play. For example, children use what they remember learning about shapes, balance and construction to build complex structures with blocks. They remember words and phrases from favourite stories because they have listened to them a lot and talked about them with the childminder.
- Children receive very good support to develop their language skills. The childminder listens to what children say, shows an interest and asks questions or makes comments that encourage further discussion. This way, children develop their conversational skills and become more and more confident to try out new words and ask questions.
- Overall, the childminder's plans for children's learning are well-matched to their stage of development. However, occasionally this is not the case. For example, sometimes she suggests younger children try and draw specific shapes, when they are not yet able to hold a pencil firmly. At these times teaching is not quite as effective as at other times.
- Children develop well into curious and inquisitive learners. The childminder provides resources that children find interesting and gives children the time they need to explore at their own pace and in their own ways. She notices when children become a little frustrated because they cannot quite achieve what they want to. She works with them to work out what they need to do next. This encourages children to keep trying even when they find something a bit tricky.

- The warm attachments between the children and the childminder are clear. Children snuggle in to listen to stories. They confidently make suggestions for things they would like to do. They enjoy helping with simple tasks, such as preparing the room for mealtimes. The childminder successfully creates an environment which children see as 'their place'. This all has a positive impact on children's well-being and sense of security.
- Children have plenty of opportunities to learn about the world in which they live. They visit places in the local community and the childminder introduces them to cultures and beliefs beyond their own. This helps children develop a positive view of the interesting and diverse world around them.
- Partnerships with parents are warm and professional. The childminder and parents regularly share information with each other about children's emerging interests and new skills. This helps everyone work together to meet children's developmental needs. The childminder works closely with parents to help close any gaps in children's learning. She makes useful suggestions about activities parents can do with children at home.

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:

- focus more precisely on the skills and knowledge children most need to learn next when planning and delivering learning experiences.

Setting details

Unique reference number	EY414699
Local authority	Oxfordshire
Inspection number	10311658
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 April 2018

Information about this early years setting

The childminder registered in 2010. She lives in the Rose Hill area of Oxford. The childminder offers care from 8.30am to 5pm, Monday to Thursday, throughout the year. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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