

# Childminder report

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Inspection date: 27 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 are happy and settled. They are looked after by a childminder who is gentle, welcoming and nurturing. She helps children settle well into her care and to feel safe and secure. Wherever possible, the childminder mirrors children's routines from home. For example, she settles children to sleep in the same ways and at the same times. This continuity helps ensure smooth transitions for children into their first experiences of being cared for away from home. The childminder wants children to be kind, helpful and polite. She is a good role model, leading by example and demonstrating these dispositions effectively to children through her interactions with them.

The childminder puts children's emotional well-being at the heart of her practice. She also focuses well on supporting children's developing language and physical skills. She understands that these aspects of learning are extremely important for young children. Children are keen to explore toys and resources because they find them interesting, and the childminder plays alongside them, helping them enjoy their learning effectively. Children learn well how to make their needs known and hold back-and-forth conversations. They develop their hand-eye coordination as they manipulate objects.

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

- The childminder uses books and stories well to expand children's understanding and vocabulary. She looks at books with children regularly, ensuring that they can see the text and words. She reads in a clear and animated voice, which maintains children's interest well. She looks at the illustrations with children, talking about what they can see and answering their questions.
- The childminder supports young children's physical skills effectively. She helps babies practise pulling themselves to standing, ensuring that her room is set up, so there are plenty of opportunities for them to do so. She shows toddlers how to move toy vehicles around with control and purpose, and then gives them plenty of time to practise doing so.
- The childminder understands the value of repetition, so young children remember what they have been taught. She ensures that children can regularly explore the same resources, adding new items to further extend when needed. For example, once toddlers show they have learned how to move toy vehicles around a track with control, she adds tunnels and bridges as new challenges.
- The childminder knows the children well. She knows what they can do and what they enjoy doing. She uses this information well when planning an interesting learning environment for them to explore and learn from. However, she is less effective at using this information when planning more adult-led activities. For example, when planning 'craft' activities, she focuses more on what she wants

children to produce than what she wants them to learn from the experience. This leads to times when activities are too hard for children, and they quickly lose interest in taking part.

- The childminder understands the importance of quickly identifying if children may need some extra support to reach their full potential. She knows how to help parents get extra help from other professionals. She understands her role in helping to close any gaps in learning. For example, where there are early indications that a child's speaking skills may be a little delayed, she focuses even more closely on supporting this aspect of learning.
- There are very warm attachments between the children and the childminder. Children trust the childminder because she takes good care of them and offers lots of smiles, praise and encouragement. Children develop confidence in different social situations, knowing the childminder is always there if they need her.
- Parents speak highly of the childminder. They report that they trust her to take good care of their children. They appreciate the daily updates on their children's eating, sleeping and well-being. However, the childminder has not extended this partnership working to sharing developmental information to enable parents to build further on children's progress 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 professional development on gaining a deeper understanding of how to plan activities and experiences with clear learning intent in mind
- build on parent partnerships to better support parents to continue children's learning at home.

## Setting details

<b>Unique reference number</b>	EY266871
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10312220
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

The childminder registered in 2003 and lives in Thame, Oxfordshire. She operates all year round, from 8am to 5.30pm, Tuesday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 the children and evaluated the impact on children's learning.
- Parents shared their views, and the inspector took account of these.
- 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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