

Childminder report

Inspection date: 4 March 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 thoroughly enjoy their time with the childminder. They demonstrate clearly that they are happy and feel emotionally secure in her care. For example, during story times they cuddle up to her and show that they feel safe and enjoy her company. The childminder plans her curriculum confidently. She has a clear focus on supporting children's independence and encourages children to be outdoors and physically active. The childminder offers a broad range of outings, including a church group that visits a residential home so children can spend time with older residents to broaden their awareness of community. Other outings include zoos, parks, and the local library.

The childminder provides an interesting range of activities for children that span all seven areas of learning. Children engage well. They are keen to take part and, from a young age, understand how to share and take turns. They behave very well and have good relationships with one another. The childminder interacts with children effectively in order to build on their learning and understanding of everyday experiences. For example, while enjoying role-play activities, young children cook and talk about their favourite foods, such as 'cheesy pasta'. Children demonstrate their knowledge, for instance, naming vegetables, such as 'asparagus', and count the toy pizza slices. All children show readiness for the next stages of their learning.

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

- The childminder is keen to continually improve her practice and the outcomes for children. She is proactive in updating her skills and knowledge. For example, she has completed a range of training and research. This includes training to help her source support and guidance should she identify that a child has specific additional needs.
- There is an effective and ambitious curriculum to support the individual needs and interests of children. The childminder knows the children well. She interacts purposefully and helps children to build on what they already understand. For instance, children play contentedly in a group, naming colours, singing songs and completing jigsaw puzzles. They show interest and intrigue in new learning. For example, the childminder helps children to strengthen hand muscles using a pipette. She demonstrates how to use the pipette to transport water. She explains how to 'squeeze' the water in and out. Although young children struggle with the concept, they are keen to keep trying.
- The childminder plans very well overall. She is mindful to build on children's interests, for example in vehicles. Children thoroughly enjoy an activity with toy trucks as they transport 'mud' in the form of cereal around the builder's yard. Children are content to fill the trucks with different loads and the childminder

helps them to be aware of the difference between full and empty. However, she does not identify the opportunity to build on this to extend the ways children are introduced to even more mathematical language.

- The childminder helps children to develop a love of stories. Children are happy to choose favourite books. They snuggle up to her as she reads. The childminder encourages children to understand about the story lines as they talk about what is happening and look at the illustrations. Children listen intently. They know repetitive endings and verse and, for instance, are keen to 'roar' like a dinosaur.
- Children are showing awareness of healthy lifestyles. They know the importance of hand hygiene prior to eating and after playing outdoors. They understand how to wipe their nose and dispose of the tissue. Lunchtimes are sociable occasions. The childminder engages well with the children as they eat. She takes time to talk to them about what they have been doing during the morning and what they have enjoyed. Children take naps according to their needs so they wake refreshed and ready to play.
- The childminder has high expectations for all children. She helps them to be motivated learners and offers praise and encouragement as children play. Children have a clear understanding of the routines of the day. For example, children show independence as they put on shoes and coats to go outdoors. They know to take these off when back inside. Children are respectful to each other and their toys and resources. They help to tidy up and speak kindly to each other.
- Partnerships with parents are well-established. For instance, the childminder seeks parental views through regular questionnaires. Parents are positive about the care their children receive. They state, for example, that the childminder offers a range of educational experiences. They add that she is professional, children love attending and that communication is very good.

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:

- promote more mathematical ideas and concepts relevant to children's age and understanding.

Setting details

Unique reference number	EY484504
Local authority	Oxfordshire
Inspection number	10312192
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2014. She lives in Chinnor, Oxfordshire. The childminder works Monday to Thursday throughout the year. She holds a recognised early years qualification at level 3.

Information about this inspection

Inspector
Aileen Finan

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 childminder.
- The childminder discussed how she plans her curriculum and how she assesses the progress children make. She spoke about her partnerships with parents.
- A joint observation was completed. The inspector asked about the aims for the activity. The childminder explained how she adapts her planning to encompass children's interests and broaden their learning.
- The inspector observed the childminder interacting with children indoors and outdoors.
- Relevant documentation was sampled during the inspection. The inspector spoke with children and read written feedback from parents.

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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