

Childminder report

Inspection date: 28 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

The childminder welcomes children in a warm and nurturing manner. She plans and provides a homely environment where children feel happy and secure. Children form secure attachments to the childminder. They approach her for cuddles and reassurance when needed, such as when visitors arrive. The childminder is attentive to the needs of children and recognises when they need a little extra encouragement.

The childminder has established daily routines where children know what to expect and when. This supports their emotional development and sense of security. Children know these routines. They enjoy participating in preparing for lunch and tidying their toys away. The childminder praises children for their help. This builds a sense of achievement and good self-esteem for the children.

Children show good attitudes towards learning. They show curiosity and confidence, and focus as they explore the range of activities planned for them. Children focus for good periods of time on their chosen activity. They particularly enjoy transporting and containing objects. The childminder provides the resources and activities to support the children's interests. This helps children to master their skills and develop new ones.

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

- The childminder learns about the children's backgrounds and areas of interest. She uses this information to plan an effective curriculum that supports children's needs and builds on their next steps in learning. This helps in developing children's next steps in learning and development. Through observation and assessment, the childminder reviews children's progress. This helps her provide the teaching and activities to support children's good progress.
- Children are curious and enjoy arts and crafts. They explore a range of materials and resources available to create their artwork. The childminder provides many suggestions and directions, for instance, about where to place the glue and which feathers they could use on their chick. Although children happily follow her suggestions during these activities, this is not always balanced with opportunities to develop their own creative ideas and skills.
- The childminder has an ongoing dialogue with children. She asks them questions to promote their mathematical skills and language. The childminder models language to identify colours and numbers. However, at times, she does not allow children the time they need to process and respond to questions before providing new information. For example, on occasion, she answers her own questions or provides further questions or dialogue before children respond.
- Children learn about healthy lifestyles. The childminder promotes good personal

care routines with children. They learn about the importance of washing their hands before meals. They talk about oral health and are encouraged to brush their teeth after they have eaten lunch. Children enjoy eating with the childminder and talking about healthy fruits and vegetables.

- The childminder has built positive and effective partnerships with parents. This helps parents feel confident about the care and education their children receive. Parents speak highly of the childminder and comment on the progress their children have made during their time in her care.
- Children enjoy regular visits to toddler groups, libraries, and walks in local parks. The childminder uses these outings to help children learn about the wider world and the people in it. They enjoy meeting new people and making friends with the children they meet. This helps children develop their social skills and confidence.
- The childminder often meets with other childminders to share good practice and ideas. She identifies her own training needs and interests and attends relevant courses that support her professional development. She utilises new learning to ensure children have the best possible learning outcomes.
- Children behave well. They are kind and polite to the childminder. They share positive interactions where they listen to each other. They share resources and take turns with the childminder as they retell parts of their favourite stories. Children show joy and excitement when they find two of the same toy and share them with visitors.

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:

- strengthen the opportunities for children to develop their creativity
- provide children with enough time to process and respond to questions to further support their thinking and problem-solving skills.

Setting details

Unique reference number	EY360753
Local authority	Oxfordshire
Inspection number	10317202
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	0 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bicester in Oxfordshire. She operates between Monday and Friday, from 7am to 6pm all year round.

Information about this inspection

Inspector

Lisa Robinson

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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