

Childminder report

Inspection date: 8 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 are very comfortable and familiar with the childminder's routines. This helps to develop children's confidence to explore further and to extend their play using different resources. The childminder is very aware of children's home experiences and strives to provide social experiences to develop their understanding of how to play with and alongside others.

Older children are eager to know more and constantly ask the childminder questions to test her knowledge. They question everything, curious to find out new information and to develop new skills and understanding. The childminder uses effective questions to help children to think critically and solve problems for themselves. For example, she extends children's understanding of mathematical concepts, such as shapes and numbers, helping them to sort and organise items into colour and order.

The childminder knows children well and supports their next steps in their development effectively. She recognises how they like to play and provides a stimulating play environment to stretch and challenge their abilities. For example, children experiment with magnetic shapes, finding further shapes to connect to make cubes and pyramids.

Children show an increasing understanding of expectations and boundaries. The childminder supports this well through clear explanations to help older children to be more tolerant of younger children in their play.

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

- The childminder has a clear understanding of the expected stages of development for the children in her care. She provides experiences to help close the gaps in children's learning. However, on occasion, the childminder does not consider how to build children's confidence during new experiences, such as sensory and tactile activities. At times, children are hesitant to join in and do not fully benefit from the intended learning during these times
- The childminder provides a wealth of information to support parenting skills. She confidently signposts parents to other support agencies to help close gaps in children's development. She provides information about healthy eating and oral health to promote children's ongoing physical well-being.
- Children show a developing respect for each other's play and space. The childminder supports this well through explanations and demonstrations. She is a positive role model to help children to learn to cooperate and negotiate in their play. For example, older children move their activity to a higher play surface, such as a table, to give them the time to explore smaller parts fully and safely

away from younger children.

- Children are confident to communicate their needs. They express themselves effectively through words, actions and expressions. The childminder introduces new words to the more confident talkers to extend their vocabulary and understanding. She shares conversations with younger children, responding excitedly to their babbles, single words and simple sentences.
- Children are treated with dignity and given respect and privacy for intimate personal care, such as toileting and nappy changing. They learn the importance of handwashing as part of their routine. The childminder gives them clear information as to why they need to wash their hands, to keep them healthy.
- The childminder promotes each child's healthy lifestyle effectively. Children go for regular walks to visit local places of interest, benefiting from fresh air and developing the strength in their muscles. The childminder provides information for parents about appropriate food to promote healthy eating. She encourages children to drink frequently to keep them hydrated. Children's physical development is promoted well. The childminder provides an environment where children can become mobile, such as cruising along the furniture, with space to explore, stretch and move.
- The childminder is eager to continue her professional development. She researches information, acquiring knowledge to support individual children and their families. She receives regular updates from support networks and initiates these into her practice.
- The childminder provides clear explanations to help children to think about their own safety. She helps children to recognise hazards, such as crossing the road. She helps them to learn how to cross safely at an appropriate crossing.
- The childminder has a clear understanding of how to promote school readiness and help children prepare for moving on to school. She supports children who are moving to schools nearby well. For example, she has built links with local schools to share information. However, she does not consistently provide this same support for children who are going to school further away.

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:

- extend support for less-confident children to engage with new experiences and fully benefit from planned activities
- strengthen partnership working with other professionals to increase consistency

for children when they are moving on to school.

Setting details

Unique reference number	133337
Local authority	Oxfordshire
Inspection number	10317304
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	21 May 2018

Information about this early years setting

The childminder registered in 1997. She lives in Abingdon, in Oxfordshire. The childminder offers care Monday to Friday, from 7.30am until 5pm, all year round. She receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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