

# Childminder report

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Inspection date: 12 March 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, settled, and beginning to grow in confidence. Their well-being is supported effectively and they have good levels of self-esteem. Children behave well and the childminder supports young children to manage their own emotions. The childminder is a good role model to children.

Good arrangements are in place to support children who speak English as an additional language. For example, the childminder finds out about children's home language vocabulary. In addition, she learns about their cultural celebrations, such as traditions and customs that families follow to celebrate spring.

The childminder supports the children's learning well. For example, she provides children with a good range of accessible toys and resources that support their interests. The childminder skilfully interweaves the curriculum into children's play to help them to make progress in all areas of learning. For instance, as younger children explore paint using brushes and their hands, the childminder encourages them to recall their earlier story about the 'The Very Hungry Caterpillar' and how it changes from a cocoon into a butterfly. As they play, she offers an ongoing narrative, where she interweaves mathematical concepts to build on children's vocabulary and understanding.

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

- The experienced childminder has a secure understanding of how children learn and develop. She accurately identifies what children need to learn and plans well for their developmental needs. She uses her knowledge to plan activities that help children to build on their skills and move on in their learning.
- Partnerships with parents are strong. Parents comment on the strong attachments that their children have made with the childminder and how happy and settled they are. Many children and families have remained with the childminder for several years. The childminder knows families very well. She keeps parents fully up to date with their child's learning. For example, the childminder shares observations and learning through the use of her online application. In addition, the childminder supports children's further learning at home with suggestions for parents on how to extend children's learning, so there is a consistent approach from her setting to home.
- Children's behaviour is good. The childminder gives consistent messages to them to help them to understand rules and boundaries. She encourages young children to use 'their voices' and 'kind hands', which teaches them the importance of sharing, when some may struggle. She is a positive role model and her expectations for every child are high.
- The childminder provides a broad and well-sequenced curriculum, which

supports children's progress well. Children enjoy hearing age-appropriate songs and rhymes, and are learning to join in with repetitive phrases and actions. For example, young children enjoy carrying out the actions and singing well-known rhymes, such as 'Three currant buns' and 'Miss Polly had a dolly'.

- The childminder values the importance of continuous professional development. She ensures that she attends regular network meetings and webinars, and completes a range of online training. This helps to maintain and develop her practice and quality of teaching.
- Overall, the childminder is keen to develop children's language skills. For example, she introduces children to a wide range of vocabulary. However, at times, the childminder does not give children time to process and respond to the questions she poses. This does not consistently support the development of children's language skills.
- Children begin to manage their own self-care needs well. For example, the childminder teaches children how to wash their hands ahead of mealtimes and put their shoes and coats on by themselves. Children are learning the importance of good oral health. For example, young children use toothbrushes and learn to brush their teeth by brushing up and down and making circular movements. This helps them to become more confident and independent.
- The childminder understands that outdoor learning and fresh air and exercise are important for children's health. She plans opportunities for children to be outdoors during the day and talks to them about what they see when out on walks in the local community. For example, children take trips to the local train station and on the bus.

## 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 understanding of how to support and develop children's communication skills further.

## Setting details

<b>Unique reference number</b>	EY391331
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10317297
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	17 May 2018

## Information about this early years setting

The childminder registered in 2009. She lives in Bicester, Oxfordshire. She provides care from 7.30am to 5.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Amanda Perkin

### 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 inspector went on a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation with the inspector.

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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