

Childminder report

Inspection date: 14 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 happy and settled. They thrive in the warm, friendly and homely environment provided by the childminder. Children explore the setting freely, skilfully moving around the space available to them. They access a dedicated, safe, child-orientated home which is well risk assessed and hazards are sufficiently minimised. The childminder usually works with an assistant. However, they were not working at the time of the inspection due to illness.

The childminder considers individual children's interests when planning activities and experiences for them. Children smile excitedly and are keen to participate in the activities. For example, they enjoy creating rabbits and chicks with crayons, glue and tissue paper. The childminder has linked this with her current theme relating to spring. She adapts activities to ensure that she involves all children and extends the learning of older children effectively. Children approach the childminder and visitors confidently and share their knowledge.

Children behave well. The childminder manages minor squabbles effectively and offers children reminders of expectations when needed. For instance, she reminds children not to stand on the sofa in case they fall and not to bump each other with their creative rabbits as these may break.

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

- The childminder has devised a suitable curriculum to help children make progress in their learning. This focuses on the end goal of children being ready for school and is loosely based on themes. It also carefully considers children's individual needs and interests. The childminder uses the information gained from parents when children first start and her own observations to build on what children know and can do. This assists children to develop new knowledge and skills.
- The childminder provides opportunities for children to access books and ensures that stories are part of the daily routine. Children show a great interest in books and the childminder encourages all children to join in and identify known things in the book. Children demonstrate how they can identify their favourite animals from the seaside in the pictures, such as dolphins, seahorses, crabs and birds. This supports children to develop a love of books.
- On the whole, the childminder helps children to develop their independence skills. She encourages them to have a go at things for themselves before stepping in to help them. Children practise feeding themselves and managing their shoes and coats. However, the childminder does not make the most of all opportunities to assist children in managing their own self-care skills independently, such as nose-wiping and managing their clothes when toileting.

- The childminder talks to the children. She provides a narrative and introduces new vocabulary and ideas to help their developing communication skills. The childminder supports children who are learning English as an additional language with effective strategies. She reinforces their spoken English and learns some words in their home language to understand their attempts to communicate with her. As a result, children communicate well.
- Children concentrate for extended periods of time when engaging in free play and planned activities. They particularly enjoy games, puzzles and electronic vehicles. The childminder encourages them to recall prior experiences to help reinforce learning, such as making cakes for Mother's Day and remembering the ingredients used. The childminder asks relevant questions to extend children's learning and thinking. She leaves relevant gaps to allow children to process and respond. This helps children to understand their thoughts and ideas are valued.
- The childminder enables children to learn about their community and the world around them. Children enjoy visits away from the home, such as walks and trips to the local park. They also love watching the birds in the garden and growing fruit for their snack.
- The childminder ensures that early mathematical concepts are visible in her setting. Children can see written numerals on posters. They practise their counting skills as they count the animal body parts, such as eyes and ears. Children are also beginning to identify, name and match colours. This supports them to develop a basic mathematical knowledge before they leave for school.

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 opportunities for children to learn the skills needed to complete tasks independently, particularly in relation to dressing and undressing and managing self-care.

Setting details

Unique reference number	134982
Local authority	Oxfordshire
Inspection number	10317234
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	4
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 2000. She lives in Banbury, Oxfordshire. She operates from Monday to Thursday between 8am and 5.30pm all year round, except for bank holidays and family holidays. The childminder usually works with an assistant. The childminder is able to provide funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Perry

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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting, in writing, 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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