

Childminder report

Inspection date: 8 August 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 with the welcoming childminder and, as a result, they form secure attachments with her. She provides clear routines and boundaries, ensuring children are confident to explore the environment. Children frequently cuddle up to the childminder, involve her in their play and show that they feel safe in her care. Children independently choose what they want to play with from the wide range of resources made accessible to them by the childminder.

The childminder builds her curriculum around the children's individual needs and interests. She uses planned and spontaneous opportunities to help children make progress. Since the last inspection, the childminder has extended children's learning in mathematics. For example, she counts with the children and introduces them to numbers in a variety of ways, such as numbering outside resources. Children excitedly run around the garden proudly locating the numbers. They enjoy playing in the sand using balance scales. The childminder extends the learning as she gets them to make the containers heavier or lighter.

Children learn to be independent and develop confidence with their self-help skills. For example, the childminder encourages children to use cutlery to feed themselves at mealtimes, which they do with growing confidence.

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

- The childminder provides a wide range of educational activities. She ensures that children enjoy their learning and that it is relevant to them. For example, they learn about growth when they plant sunflowers and watch broad beans grow. The childminder supports children to develop communication and language skills effectively. For example, she encourages children to talk about what they know about cleaning their teeth. She asks questions and gives children time to respond.
- The childminder has high expectations for children's behaviour. She teaches children to be polite and helps them to learn to respect other children as they play. For instance, when children are playing in the sandpit, she talks to them about taking turns with resources. The childminder supervises the children closely to support them to learn to share and to be kind to their friends.
- Parents comment on the 'nurturing, stimulating environment' and appreciate how safe their children are in the childminder's care. The childminder regularly shares information with parents about children's learning and development. For example, in addition to verbal feedback at the end of each day, the childminder sends digital messages to parents and invites them to share information about children's experiences at home. This ensures continuity in their learning.
- The childminder seeks a range of information from parents about children's care

routines, interests and achievements at home. She uses this information to make initial plans for children's learning. The childminder follows routines from home to ensure that children settle promptly and have their emotional well-being needs met. However, the childminder is not as clear about the learning intentions for each child during planned activities. As a result, some activities do not build fully effectively on children's existing knowledge and skills to further support their progress.

- The childminder promotes healthy eating and oral health. Children enjoy healthy snacks of fruits, and the childminder explains which foods are good for us. She ensures that lunch boxes provided by parents are nutritious and balanced, offering advice to parents if needed. Children learn how to brush their teeth and the importance of keeping their teeth clean. Older children manage their own personal hygiene with minimal support.
- Children have opportunities to be physically active. They develop their muscles and coordination as they use the equipment in the garden to jump and climb. Children attend a variety of activities in the local area. They visit children's groups and local parks. This helps children to have knowledge of their diverse community and develops their confidence in different situations.
- The childminder reflects on her practice. She has professional conversations with other childminders. The childminder completes training to improve her professional skills. For example, she has completed training to support her understanding of early years language development and a wider understanding of safeguarding concerns.

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:

- focus more precisely on the learning intentions in planned activities to maximise learning outcomes for all children.

Setting details

Unique reference number	133797
Local authority	Oxfordshire
Inspection number	10351019
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 September 2018

Information about this early years setting

The childminder registered in 1997 and lives in Didcot, Oxfordshire. She operates throughout the year from 9am to 5pm. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The childminder and the inspector completed a learning walk together around the areas of the childminder's home used for childminding.
- The inspector talked to the childminder at convenient times during the inspection to discuss her practice.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- The inspector and childminder discussed an activity and talked about how it supports children's learning.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- During the inspection, the inspector spoke to, and interacted with, the children.

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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