

# Childminder report

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Inspection date: 2 September 2024

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<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**

The childminder provides a safe and welcoming environment for children and is very attentive to their individual needs. She understands that children thrive and learn best when they feel secure. Therefore, she prioritises their emotional well-being. Children show that they are very happy and comfortable in the childminder's care. They seek reassurance when needed and enjoy her warm interactions with them. The childminder is a good role model. Children respond positively to her kind and caring approach. They learn how to play harmoniously and to treat others with respect.

All children benefit from having access to a wide range of activities. Children are beginning to identify, name and match colours, and the childminder models simple counting for young children in their play and routines. This supports them to develop a basic mathematical knowledge before they leave for school. Children are curious about new people and keen to involve them in their play, confidently sharing books and stories. They show strong dispositions for learning, they are excited and motivated by the activities on offer and are keen to join in and have a go. Children are especially proud of their achievements, such as the pictures of ice creams they have created using paints and brushes. In addition, when children successfully complete a difficult puzzle, they express sheer delight as they tell the childminder, 'I did it.'

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

- The childminder has a clear curriculum and knows children well. She plans activities to follow children's interests and what they need to learn next. The childminder gathers detailed information about children and their families from the start. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.
- The childminder ensures children are ready to move on to the next stage of their life by being school ready. She emphasises children's independence and self-care. For example, children take themselves to the toilet and, with encouragement, successfully put their own shoes on before going into the garden.
- Partnerships with parents are highly successful. The childminder shares information about their children's progress and encourages parents to be involved in their child's learning. Parents report that their children enjoy attending and feel very much at home with the childminder.
- Overall, activities support children's development well. The childminder provides opportunities to introduce new words and vocabulary to the children in her care. She knows the importance of children's exposure to rich language opportunities

and she models language well. However, at times, younger children or those less confident in their communication development are not given enough time to think through and answer questions, to share their ideas and broaden their communication skills fully. For instance, when the childminder asks younger children questions, the older, more confident children are quick to answer. This means younger children do not always get the opportunity to think about and answer questions asked.

- Key-person relationships are very effective. Interactions are kind and gentle, and the childminder has warm, trusting relationships with children in her care. Older children who she cared for as young children, return to her in the school holidays and continue to have strong and caring relationships with the childminder.
- Children behave well. The childminder has high expectations for behaviour and reminds children of the rules and boundaries in the setting. Children respect the childminder and each other, and respond well to instructions. She remains calm and gentle, and speaks softly to children to encourage them to do the same. On the rare occasion when children forget to share the toys, the childminder calmly reminds children how to share and take turns.
- The childminder understands that outdoor learning, fresh air and exercise are important for children's health. The childminder plans opportunities for children to be outdoors during the day, in her secure garden and in the local community. For example, she takes children for trips to woodland areas, where they conduct their own forest school. This supports children's need for physical exercise, strengthens their developing muscles and promotes their overall well-being.
- The childminder keeps her knowledge up to date. For example, she ensures she attends regular training courses to improve her knowledge and further support the children in her care. The childminder understands the importance of professional development to continually improve her practice and skills.

## **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 support for younger, less confident children to think through and answer questions to support their developing language skills.

## Setting details

<b>Unique reference number</b>	EY491019
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10355373
<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>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	27 November 2018

## Information about this early years setting

The childminder registered in 2015. She lives in Didcot, Oxfordshire and operates from 7.45am to 5.30pm, Monday to Thursday, all year round. The childminder holds a level 3 childcare qualification. She receives funding for the provision of free early education for children aged two and three years.

## 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 completed 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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