

**Inspection date**

6 February 2015

Previous inspection date

14 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder uses effective teaching strategies throughout children's activities to help them make good progress from their starting points.
- Children benefit significantly from a strong focus on communication and language development.
- The childminder plays an active role alongside children. She extends their learning effectively by enhancing imaginative play, using mathematical language and helping children to learn about the world around them.
- Children receive lots of attention from the childminder and have plenty of fun. As a result, they engage fully in activities.
- The childminder uses well-focused assessment procedures to establish children's starting points and next steps in learning.
- The premises are safe and secure and the childminder provides good levels of supervision.
- Children benefit from good quality care routines, which promotes their well-being successfully.
- The childminder evaluates her practice carefully to consider her strengths and areas for further improvement.

### It is not yet outstanding because:

- The childminder is not making the most of the garden to extend learning opportunities for children, particularly during the winter.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- enhance children's play in the garden, particularly during the winter months, by providing a wider range of activities to extend learning opportunities.

## Inspection activities

- The inspector observed activities indoors.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector looked at children's assessment records and took account of parents' comments.
- The inspector took account of the childminder's self-evaluation form and checked evidence of her training and qualifications.

## Inspector

Gill Little

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children thoroughly enjoy their time with the childminder. The childminder plans activities carefully, based on accurate assessments, to reflect children's individual needs, their interests and capabilities successfully. The childminder captures children's imaginations and they quickly become engrossed in their play. For example, they pretended they were flying on an aeroplane to another country having bought passports from their post office. The childminder actively joins in with children's play. She encourages their creativity by making helpful suggestions and she incorporates mathematical concepts, such as working out how much stamps cost. Children learn that some countries have hot weather and they pretend to apply sun cream, helping them to learn about the world around them. This high-quality play provides a good stimulus to encourage children to join in with discussions and express their ideas. The childminder promotes children's language development further by using a puppet, to which the children respond readily with their ideas and opinions. The childminder knows children well by making comprehensive observations and encouraging contributions from parents. She is preparing children well for their next stages in learning.

### **The contribution of the early years provision to the well-being of children is good**

Children develop good relationships with the childminder. They show that they feel secure, relaxed and confident in her care. The childminder promotes positive behaviour successfully. She provides duplicate resources to prevent arguments and helps children to manage their feelings. Children have daily opportunities to play outdoors in local parks to promote their physical development and to enjoy fresh air. However, the childminder is not using her garden routinely to extend learning opportunities for children, particularly during the winter. The home is safe and the childminder supervises children closely. She helps children to learn about safety procedures, such as being careful with scissors.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder demonstrates a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She is familiar with safeguarding children procedures having attended recent training. The childminder evaluates her practice comprehensively, taking account of the views of children and their parents. She actively seeks feedback from parents by providing questionnaires and through ongoing discussion. The childminder demonstrates a positive commitment to improvement, such as recently achieving a relevant level 3 qualification. This approach has a positive impact on outcomes for children as the childminder seeks out new ideas and research to support her practice. The childminder works well with parents and other settings. She provides ongoing feedback about children's progress through a detailed daily diary.

## Setting details

<b>Unique reference number</b>	EY387620
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	830074
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 September 2009
<b>Telephone number</b>	

The childminder registered in 2009. She lives with her family at RAF Benson in Oxfordshire. The childminder receives funding for the provision of free early education for children aged three. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder operates full time hours, all year round, including out of school care. She holds a level 3 qualification in Supporting Teaching and Learning in Schools.

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