

Inspection date	11 February 2015
Previous inspection date	10 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good, as the childminder is skilful in her interactions with children. She uses questions well to support, extend and encourage children's learning and development.
- Children are settled and happy in a well-resourced homely environment. The childminder supports children's emotional well-being through her positive interactions. Therefore, children form strong emotional attachments with the childminder.
- The childminder provides a good range of challenging learning opportunities for each child. This helps all children to make good progress.
- Partnerships with parents are good. Parents say how happy their children are under the childminder's care.
- Children receive good support to prepare them for their future learning and their eventual move to school.

It is not yet outstanding because:

- The childminder does not regularly practise the emergency evacuation procedure with children to increase their awareness of how to keep themselves safe in an emergency.
- The childminder encourages children to do things for themselves, however, this is not consistently reinforced with older children, particularly during daily routines.

What the setting needs to do to improve further

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

- increase children's awareness of how to stay safe in an emergency through regularly practising the emergency evacuation procedures, and improve how the effectiveness of these is monitored
- consistently extend older children's personal independence skills during daily routines.

Inspection activities

- The inspector viewed the areas of the home used for childminding.
- The inspector observed the childminder and her assistant interacting with children, and discussed aspects of practice with them both.
- The inspector sampled a range of documentation, including children's records and the childminder's policies and procedures.
- The inspector took account of parents' written views.

Inspector

Amanda Perkin

Inspection findings

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

The childminder has a good understanding of the learning and development requirements. She observes children regularly to plan the next steps in their learning. As a result, the childminder supports children well, and helps them to develop the skills needed for their next stage in learning, and school. The childminder effectively promotes children's communication and language development. She teaches younger children new words to extend their vocabulary. Older children develop sentences as she adds words or phrases to their conversations. Children enjoy listening to stories and taking part in group activities, which build their speaking and listening skills well. The childminder's good teaching helps children talk about their familiar world, for example the seasons and what insects eat. Children enjoy being active indoors. For example, they learn to bounce safely on the indoor trampoline and throw balls at the skittles. These enhance their physical skills.

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

Children are happy and settled, in the care of the childminder. Her home is safe and welcoming and children have a positive relationship with her, enjoying her cuddles and consistent reassurance. Consequently, children settle quickly and their emotional development is promoted well. The childminder provides age-related boundaries for children. She reminds them to be careful during their play. The childminder encourages younger children to cooperate in their care routines and begin to recognise their own needs. Older children go to the toilet independently and learn how to wash their hands, developing confidence in their self-care skills. However, they are not always encouraged to pour their own drinks and still drink from lidded cups. Therefore, their personal independence skills are not consistently promoted. Children benefit from regular outside play in the fresh air and trips to local parks. The childminder takes the children to local groups. This helps children play in new environments and learn to make new friends.

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

The childminder has a good understanding of how to safeguard children. She has attended safeguarding training and, as a result, understands the procedures to follow should she have concerns about a child's welfare. Overall, children's understanding of how to keep safe is effectively promoted by the childminder. However, the childminder does not regularly conduct fire drills, so children are not familiar with the evacuation process. Risk assessments are comprehensive and take account of all areas that children use and any trips. The childminder has taken some positive steps to improve practice since her last inspection. For example, she has undertaken further training courses. This demonstrates she is taking measures to continue her professional development and drive improvements. The childminder fosters strong partnerships with the local schools.

Setting details

Unique reference number	133568
Local authority	Oxfordshire
Inspection number	840990
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	10 April 2012
Telephone number	

The childminder registered in 1989. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with an assistant, on a part time basis. The childminder works Monday to Friday all year round. She holds a level 3 qualification in childcare. The childminder is in receipt of funding for the provision of free early education to children aged three.

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