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| Inspection date | 10 March 2015 |
| Previous inspection date | 8 February 2010 |

| 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 childminder provides a good range of challenging learning opportunities for each child. This helps all children to make good progress.
- Parents are very involved in their children's learning as the childminder shares regular updates and involves them in the assessment process, which includes the progress check for children aged between two and three years.
- The premises are safe and secure with effective safety procedures in place that the childminder follows. This ensures a safe environment for children to play and learn.
- Children have a positive attitude to being outdoors and towards physical activities, which promotes their understanding of a healthy lifestyle.
- The childminder's self-evaluation and commitment to extending her knowledge and practice through training help to ensure a good standard of care for all children.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities during the day to develop children's self-help and independence skills.

What the setting needs to do to improve further

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

- enhance opportunities for children to further develop their independence and self-help skills during daily routines.

Inspection activities

- The inspector observed activities in the downstairs play areas and outdoors.
- The inspector sampled relevant documentation, including some policies and procedures, and the childminder's self-evaluation process.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of parents' views provided on the day.

Inspector

Amanda Perkin

Inspection findings

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

Children benefit from good-quality care and learning opportunities, which help to prepare them for the next stage in their learning. Children's communication and language is given high priority. The childminder teaches younger children new words. Older children develop sentences as she adds words or phrases to their sentences. Children enjoy experimenting with mixing colours, when provided with sensory art activities. They show excitement when decorating their Mother's Day cards and tell the childminder, 'orange and green makes brown!' Children develop their early reading skills as the childminder sits and reads to them, and directs their attention to the wide variety of environmental print.

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

Children have a secure attachment with the childminder, who takes time to get to know them and their parents. This enhances children's emotional well-being and helps the childminder to understand the children's individual needs. The childminder encourages younger children to cooperate in their care routines and begin to recognise their own needs. The childminder teaches the children to be independent and to practise good hygiene skills. Older children go to the toilet independently and learn how to wash their hands, developing confidence in their self-care skills. However, older children are not encouraged to pour their own drinks at snack and meal times. Therefore, their personal independence skills are not maximised at this time. Children enjoy fresh air each day. They have a large outdoor space to explore and investigate with toys that promote their physical development. The childminder takes children to local groups. This helps children learn to make new friends and play in new environments, supporting their social skills and preparing them well for their future learning, and starting pre-school and school.

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

The childminder has a good understanding of her responsibility in meeting the requirements of the Early Years Foundation Stage. She implements her well-organised documentation effectively to help her keep children safe. She works with other childminders and implements any new information or knowledge into her practice. This results in improved outcomes for children. The childminder has attended safeguarding training and, as a result, understands the procedures to follow should she have any concerns about a child's welfare. She has established strong partnerships with parents and other settings, and she shares information particularly well with them. This promotes a shared approach to children's learning and development.

Setting details

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|------------------------------------|-----------------|
| Unique reference number | EY262478 |
| Local authority | Oxfordshire |
| Inspection number | 833208 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 17 |
| Name of provider | |
| Date of previous inspection | 8 February 2010 |
| Telephone number | |

The childminder registered in 2002, and lives in Banbury, in Oxfordshire. She holds a level 3 qualification in childcare. She receives funding for the provision of free early education for children aged four. The childminder works Monday to Friday, all year round.

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