

Inspection date	19 March 2015
Previous inspection date	30 November 2011

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

- Children make good progress in relation to their starting points and capabilities, as the childminder provides varied and exciting experiences for them, particularly indoors, that she bases on their needs and interests.
- 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.
- The childminder provides a safe and welcoming environment, which encourages the children to freely explore in safety.
- Partnerships with parents are good. Parents say how happy their children are under the childminder's care.
- The childminder seeks to continually develop her professional knowledge. She attends well-chosen training that she then implements to benefit the children in her care.
- Children's behaviour is good and they play well together, because the childminder consistently uses positive praise and reassurance.

It is not yet outstanding because:

- The outdoor environment does not provide children with as many exciting experiences and activities, as indoors, to extend and enhance their learning.

What the setting needs to do to improve further

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

- improve the outdoor play space to provide a wider and more exciting range of play experiences, to promote children's all-round learning and development further.

Inspection activities

- The inspector observed activities in the downstairs play areas.
- 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

The childminder focuses on children learning through play and she provides stimulating, challenging experiences, covering all areas of learning. She understands the importance of providing children with the best start in life to prepare them well for school. The childminder promotes children's communication skills through talking, repetition and engaging them in conversation. Children thoroughly enjoy books. They read with the childminder, listening attentively as they share books together and respond to questions. There is effective targeted support for children who speak English as an additional language. The childminder has learnt simple words in the children's home language and reinforces this with print in the environment. She encourages children to use their own critical-thinking skills and develop their own learning. The childminder uses mathematical language when she plays with children and encourages them to count, measure and use scales. For example, exploring whether the water beads are equal on both sides of the scales.

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

Relationships between the childminder and children are warm and caring. This means that children feel confident, safe and secure with her. Children benefit from regular trips to toddler groups to develop their social skills and confidence. The childminder encourages younger children to cooperate with their care routines and begin to recognise their own needs. Older children go to the bathroom independently and learn how to wash their hands, developing confidence in managing their physical self-care. Children have daily opportunities for fresh air and exercise as they walk to and from school, play in the garden or visit the local park. These opportunities promote their physical development. However, the childminder does not make sufficient use of her garden to provide a wide range of activities that support all areas of children's development.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She regularly evaluates the progress children are making in their learning, and routinely monitors the activities and experiences on offer. The childminder has built good partnerships with other settings children attend and effectively shares information, so that every child is supported well in their learning. The childminder links with other childminders to gain ideas and share good practice. She completes mandatory training to ensure that her knowledge of safeguarding and first aid is up to date. The childminder undertakes risk assessments of her home to support her in providing a safe environment for children, who remain under her supervision at all times.

Setting details

Unique reference number	134955
Local authority	Oxfordshire
Inspection number	841084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	30 November 2011
Telephone number	

The childminder registered in 2000 and lives in Banbury, in Oxfordshire. The childminder works Monday to Friday, all year round.

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