

<b>Inspection date</b>	26 March 2015
Previous inspection date	3 August 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
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

- Children have strong bonds with the childminder who offers them good emotional support.
- Children behave well as the childminder constantly reminds them of expectations, and offer praise when they make good choices. This helps them have a good understanding of boundaries and to develop positive self-esteem.
- Children make good progress in their learning as the childminder provides well- planned and stimulating activities indoors, which meet each child's individual needs.
- Children learn good self-care skills and follow good hygiene routines, such as hand washing. They learn how to keep themselves safe through regular discussions with the childminder.
- The childminder develops children's language skills well. She uses a variety of techniques, such as making eye contact with children as she speaks, modelling well-structured sentences, and introducing new vocabulary. As a result, children's language is constantly improving.

### It is not yet outstanding because:

- Children enjoy regular outdoor play. However, the range of learning opportunities outside does not reflect the indoor learning environment and focusses mainly on physical play. Consequently, there is less choice for children who learn better outside.

## What the setting needs to do to improve further

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

- develop the outdoor area by providing play and resources that promote all areas of learning to support children who learn better outside.

### Inspection activities

- The inspector observed children at play, indoors and outside and the childminders interactions with them.
- The inspector sampled documents including policies, risk assessments and records of children's learning.
- The childminder and the inspector conducted a joint observation.
- The inspector had a tour of the premises and looked at resources and toys.

### Inspector

Natasha Crellin

## Inspection findings

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

The childminder's home is clean and well organised. Children enjoy playing with a large range of toys that encourage development in all areas of learning. The childminder knows how to make learning suitable for all ages, meeting their individual needs. For example, toddlers use play dough to fill different size containers, whilst older children make prints of numbers in the dough, developing their mathematical knowledge. They develop good language skills as the childminder takes every opportunity to extend their sentences and introduce new vocabulary. Children develop reading skills as they play games that teach them letter sounds. They play with plastic letters and enjoy thinking of words that begin with different sounds. The childminder observes children and uses her knowledge of children's progress to plan activities. Her conscious effort to monitor and develop learning supports all children to make good progress. Parents have regular opportunities to see observations of children's learning and to discuss their progress. Children attend a variety of toddler groups with the childminder. This allows them to experience a large range of exciting learning environments, and for the childminder to develop supportive links with other provisions.

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

Children are happy and have close and secure attachments to the childminder, who is caring and affectionate towards them. Children's behaviour is excellent. The childminder constantly reinforces their good choices with praise, which helps them to develop a good understanding of the expectations and develops positive self-esteem. The childminder encourages healthy living by providing nutritious meals and snacks, such as sandwiches and fruit. Children who are preparing to move up to school become confident as they help collect older children from school on a daily basis, and attend special events, such as assemblies.

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

The childminder understands what to do if she had concerns about the welfare of any child. She carries out regular risk assessments on the premises and equipment, as well as on outings. This ensures the children can play safely. The childminder reviews and evaluates her provision, by reflecting on her planning. The childminder has completed a level 3 childcare qualification since registering. Overall, this has improved her understanding of learning styles and how to meet children's individual learning needs.

## Setting details

<b>Unique reference number</b>	EY431033
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	986621
<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>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 August 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Didcot, Oxfordshire. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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