

Inspection date	31 March 2015
Previous inspection date	14 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

- The childminder develops warm, nurturing relationships with the children. They relate to her well, and are confident and happy in her care.
- Children enjoy a variety of activities covering all aspects of their learning. In addition, the childminder monitors their development with great care. Consequently, they make good progress and are well prepared for school.
- The childminder develops positive relationships with parents and other settings children attend. This results in effective information sharing.
- The childminder has good knowledge of safeguarding procedures and is proactive in ensuring that the children play in a safe and secure environment. She knows how to respond to concerns about a child's welfare. Adults within the home are suitably vetted and the childminder shares policies with parents.
- The childminder is very well organised and has a good understanding of the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- The childminder does not always use the garden to its full potential, to provide the children with a rich outdoor learning environment where they can develop their skills and knowledge.
- The childminder does not always encourage children to tidy away the resources. This results in missed opportunities for children to learn about caring for the environment, as well as developing various mathematical skills.

What the setting needs to do to improve further

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

- develop further the use of the garden to encourage outdoor learning
- make more use of opportunities for children to help to pack away resources when they have finished using them, to encourage them to care for their environment and to enhance skills such as matching and sorting.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read and discussed the childminder's self-evaluation.

Inspector

Lynne Lewington

Inspection findings

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

Children enjoy a good variety of age-appropriate activities that enhance their learning. For example, they enjoy sitting at the piano with the childminder and help to play familiar tunes. This helps to develop their creativity and encourages language development as they recall the words to familiar songs. The childminder adapts activities and builds on children's interests. For example, when a child wants to colour a footballer in the colours of the Welsh team, they search the internet together to find out what colours to use. The childminder makes effective use of everyday events to help children to develop their skills. They enjoy a story every day, and have access to many attractive reference and fiction books. Visits to the library also enable them to choose books to share at story time. Children follow the words in the book with their finger as the childminder reads to them, and they have opportunities to read some simple words. They develop their social skills as they meet other children and adults at community activities. This all contributes to helping them to be prepared for their next steps in learning and their eventual move to school.

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

The childminder effectively promotes the children's safety both in the home and on outings. She provides a variety of good quality resources, ensuring they are rotated to enable the children to make the best use of them. The childminder encourages children to share and be kind to each other. She is consistent in her expectations and is an excellent role model. Her careful and meaningful praise helps to promote the children's sense of achievement and self-confidence. Children develop good hygiene practices and personal independence, due to the familiar routines they follow. Mealtimes are a pleasant, sociable time where they sit and chat together. They talk about healthy eating habits and the importance of drinking water.

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

The childminder attends regular training opportunities and has successfully completed a level 3 childcare course. This has helped her to develop her understanding of young children and how to encourage their development. The childminder seeks the opinions of parents and observes the progress children make. She develops positive, professional relationships with others who care for the children, in order to work in partnership. By working in this way, and through the use of self-evaluation, she is able to reflect on the progress children make and plan for continuous improvement. The premises are very clean and well maintained, providing an attractive, homely environment for the children.

Setting details

Unique reference number	EY251047
Local authority	Oxfordshire
Inspection number	833025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	14 November 2011
Telephone number	

The childminder registered in 2003. She lives in Woodcote, Berkshire. The childminder provides care for children from Monday to Friday, throughout the year.

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