

<b>Inspection date</b>	13 April 2015
Previous inspection date	5 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
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

- The childminder provides excellent opportunities for children to develop their independence during mealtimes by teaching them new skills.
- Children play with an extensive range of resources indoors, which are available at low-level so that they can choose easily and follow their own interests.
- Children develop secure relationships with the childminder and play well together, showing good progress in their social skills.
- The childminder uses effective assessment procedures to support children's learning and to share information with parents.
- The childminder uses good-quality discussions to promote children's language development successfully.
- The childminder involves children of all ages in all activities, adapting these as necessary to suit individual children.
- The childminder demonstrates a clear understanding of the procedures for safeguarding children to promote their safety.
- The childminder works well in partnership with parents and other settings that children attend to promote continuity in their care and learning.

### It is not yet outstanding because:

- The childminder does not extend the programme for children's early mathematical development as well as possible. She does not always promote children's abilities to work out solutions to solve problems, or check that she plans for this sort of activity.

## **What the setting needs to do to improve further**

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

- extend the programme for children's early mathematical development by planning opportunities for children to solve problems so that they think of, and test out, their own solutions.

## **Inspection activities**

- The inspector observed activities indoors and outdoors.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector took account of parents' views through discussions on the day and through written comments.
- The inspector looked at children's assessment records and evidence of the childminder's training and qualifications.

## **Inspector**

Gill Little

## Inspection findings

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

Children involve themselves in many stimulating activities across all areas of learning. They enjoy exploring the learning environment and they take part in specially organised, interesting activities with the childminder, such as glass painting and flower arranging. As a result, children have a positive approach to learning. The childminder narrates children's play, asks questions and repeats words, tailoring her interactions and ongoing support to children's individual capabilities. This good teaching develops children's speaking skills well. The childminder provides interesting new resources for children to explore, such as a very long cardboard tube in the garden which children enjoy whizzing cars down. However, she does not always encourage children to work out problems, such as what to do when the cars get stuck in the tube. The childminder keeps parents well informed of their children's development and activities. For example, she routinely shares children's development records and sends out regular newsletters.

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

At mealtimes, the childminder involves even the youngest children in food preparation. Children are very keen to get plates, knives and forks ready on a tray. They confidently choose healthy food from the fridge with the childminder's support. At the table, the childminder teaches them to spread margarine on their bread, put sandwiches together and cut up cucumber and grapes safely. Children respond exceptionally well. They develop very good levels of independence. Children show that they clearly enjoy each other's company. They feel very comfortable with the childminder, who meets their physical needs to a very high standard, so children feel very secure when with her. The childminder works well with other early years settings that children attend, and to which they will transfer, so that they are well prepared and feel confident about such changes.

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

The childminder has a good understanding of her responsibilities and meets requirements. She supervises children closely both indoors and in the garden to keep them safe. The childminder attends relevant training so that her knowledge of safeguarding is up to date. She evaluates her practice on a daily basis. She responds effectively to children's changing interests by introducing new resources and activities. These keep children interested. Since the last inspection, the childminder has gained a suitable qualification, which has helped her to develop improved teaching strategies.

## Setting details

<b>Unique reference number</b>	EY427685
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	823341
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 December 2011
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Carterton, in Oxfordshire. The childminder operates on a full-time basis all year, and provides out-of-school care. She holds a recognised early years qualification at level 3.

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