

Childminder Report

Inspection date

5 May 2015

Previous inspection date

16 May 2012

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 that she bases on their needs and interests.
- The childminder provides a caring and friendly environment, where children are relaxed, ready to explore and helped to learn a broad range of skills, which prepares them well for their move to school.
- The children have close attachments with the nurturing childminder. This helps them to form a strong bond and settle well.
- Parents are very involved in their children's learning as the childminder shares regular updates and involves them in the assessment progress, which includes the progress check for children aged between two- and three-years-old.
- The childminder has a good understanding of her responsibilities to protect children from harm. She follows rigorous safeguarding procedures and effectively manages risks in her home to promote children's safety and well-being.

It is not yet outstanding because:

- Children do not have consistent opportunities to develop their self-help and independence skills during the day. For example, at snack time the childminder does not encourage these skills as consistently as at other times during the day.
- The childminder does not make best use of print and labelling, for example, by using labels to identify the good quality resources to support children's early reading knowledge and recognition of common words.

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 consistently throughout the day
- continue to develop the use of print and labelling to support and extend children's early reading knowledge and recognition of common words.

Inspection activities

- The inspector observed activities in the downstairs play areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled relevant documentation including some policies and procedures, and the childminder's self-evaluation.
- The inspector took account of parents' written views.
- The inspector undertook a tour of the premises.

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 provides a good range of activities to promote children's learning and development across all areas. She is tracking children's progress accurately. The childminder makes regular observations of children's play and use these effectively, providing additional support in targeted areas of learning where necessary. Children learning English as an additional language are supported well. The childminder works in partnership with parents to use some words in the children's home languages, to greet and praise them. She supports children's language development fully, by speaking slowly and clearly, and allowing children time to think and respond. The childminder develops the children's vocabulary as she reads stories and effectively links it to their own experiences and understanding of the world. Children are able to access resources independently and easily, and the childminder has identified some resources with pictures. However, resources are not supported with print to enable children to build on early reading skills and recognise common words.

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

The childminder follows good hygiene procedures to ensure that children's health is assured. The childminder makes good use of meal times to extend children's learning. She talks to children about the foods they like and promotes a healthy diet. Children are encouraged to develop their independence and self-help skills, although they have fewer opportunities at snack time to reinforce and extend these skills. For example, the childminder prepares their snack and peels their fruit. Children benefit from regular trips to toddler groups and children's centres to develop their social skills and confidence. Children have daily opportunities for fresh air and exercise, as they play in the garden or visit the local gardens and feed the ducks. The childminder praises children for being kind to their friends, and encourages them to share and take turns. Children are confident and self-reliant as they play in an environment where they feel valued and respected.

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

The childminder consistently evaluates her practice and uses feedback from parents to identify priorities for improvement. She regularly evaluates the progress children are making in their learning, and routinely monitors the activities and experience on offer. The childminder links with other childminders to gain ideas, share resources and good-practice. She completes mandatory training to ensure she keeps up to date with safeguarding and first aid. The childminder fosters strong links with other agencies to support children and their families.

Setting details

Unique reference number	134998
Local authority	Oxfordshire
Inspection number	841087
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16 May 2012
Telephone number	

The childminder registered in 2000 and lives in Banbury, in Oxfordshire. She operates Monday to Friday, for most of the year. The childminder holds a relevant qualification at level 3. She receives funding to provide free early education to children aged three.

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