

Childminder Report

Inspection date

13 July 2015

Previous inspection date

10 April 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

- The childminder is well organised and proactive in supporting her co-childminder and assistants. She ensures that the team works well together to provide good-quality care and learning experiences for children.
- The childminder has a good understanding of how young children learn and develop. She plans stimulating activities and experiences so that children make good progress in their social skills, physical development and communication.
- The childminder monitors assessment procedures effectively to ensure that children are progressing in line with expectations. She identifies where there are any gaps in learning and works well with her team to help children catch up.
- The childminder builds effective partnerships with parents and ensures they have good information about children's progress and their experiences with her.
- The childminder has a good understanding of safeguarding children and is clear about procedures to follow if she has concerns.
- Children benefit from well-established routines with the childminder. They learn effectively about expectations at mealtimes and they develop a positive approach to healthy lifestyles.

It is not yet outstanding because:

- The childminder does not always make the very best of all areas of the environment, activities and resources to help children learn about the natural world.

What the setting needs to do to improve further

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

- extend further children's awareness of the natural world.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector talked to the childminder during observations and held a leadership and management meeting in the afternoon.
- The inspector sampled documentation, including children's assessment records, training records and comments from parents.

Inspector

Gill Little

Inspection findings

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

The childminder is effective in matching activities and experiences to children's individual needs and levels of development. She is clear about their next steps in learning and ensures that her co-childminder and assistants are familiar with these too. As a result, the childminder, with her team, engages children well and builds on their previous experiences. Children develop their understanding of colour recognition and mathematical concepts through good-quality discussion. They show increasing control when using different materials with the childminder's support and encouragement. The childminder develops interesting learning resources for children to explore and investigate, such as a music area in the garden. However, on the day of the inspection, children's understanding of the natural world was not nurtured. The childminder works closely with parents and communicates in different ways to suit their individual needs. She has set up an online system, using this effectively to provide information and engage parents in their children's learning experiences. The childminder prepares children well for their next steps in learning.

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

The childminder is proactive in improving practice to enhance children's well-being. She works closely with parents to make changes, such as introducing a different approach to mealtimes. As a result, children are becoming more independent and have a positive approach to trying different foods. The childminder supports children effectively with the skills they need for their next stages in learning. For example, children learn how to undo the fastenings on their shoes. The childminder supports children's awareness of safety effectively, including teaching even the youngest children about road safety. She works well in partnership with other settings children attend to promote continuity in children's care and learning.

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

The childminder has a clear understanding of her responsibilities and she meets all requirements of the Early Years Foundation Stage. She manages her setting effectively, such as providing high ratios of adults to children so that children receive good support. The childminder is a good role model to her colleagues, sharing her expertise and encouraging ongoing improvements. She has recently completed a level 5 early years qualification, which has inspired her to develop her practice around children's choices and interests. The childminder evaluates her practice effectively, including the work of her assistants, to identify strengths and areas for development successfully.

Setting details

Unique reference number	EY339693
Local authority	Oxfordshire
Inspection number	834935
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	10 April 2012
Telephone number	

The childminder registered in 2006. She lives in Langford Village, Bicester, Oxfordshire. She works with her husband, a registered childminder, and four assistants. The setting has a maximum of three adults working with children at any one time. The childminder offers care on weekdays on a full-time basis all year round, including out of school care. The childminder has a recognised early years qualification at level 5.

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