

# Childminder Report

**Inspection date**

9 September 2015

Previous inspection date

21 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:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The qualified childminder understands the responsibilities of her role. She ensures her knowledge and understanding remain up to date which enables her to continue to provide good quality care and education.
- The childminder builds useful partnerships with other professionals at the pre-schools children also attend. This enables good continuity of care and education for these children.
- Children are making good progress in their learning. The childminder particularly supports young children's developing language well. She encourages children to explore new sounds and words through songs, stories and play. As a result, any gaps in learning begin to close.
- Children feel happy and secure in the care of the childminder. She welcomes them into her home and is a calm and kind playmate. Children grow in confidence and self-esteem because they enjoy plenty of praise and encouragement.
- Children learn to be thoughtful and tolerant because the childminder promotes these values well. She ensures children have lots of opportunities to meet different people and encourages turn taking and helpfulness.

### It is not yet outstanding because:

- The childminder is not always as successful as she could be in encouraging parents to share information about children's developing skills and interests at home. This means she does not always have as complete a picture of each child's stage of development as she could do.
- The childminder provides lots of toys and resources for children to use. However, these are not always as well organised as they could be. As a result, children cannot always easily find what they want to use.

## What the setting needs to do to improve further

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

- encourage parents to contribute more information about children's developing skills and interests, to help strengthen further the planning and assessment for each child
- improve the organisation of some resources to enable all children to find and select the toys they wish to use for themselves.

### Inspection activities

- The inspector observed the childminder and children in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of the views of parents.
- The inspector spoke with the childminder about her understanding of child protection, safeguarding and first aid.
- The inspector sampled documentation, including qualifications, policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder fulfils the requirements of the Early Years Foundation Stage well. Safeguarding is effective. She understands her responsibility to safeguard children and knows what to do if concerned about a child's welfare. She seeks out training opportunities to improve her skills further. For example, after recent training, she makes greater use of nearby parks, and organises walks and den building in nearby woodlands. She shares ideas and knowledge with other childminders in the area and welcomes support from other professionals. She reflects on all that she does and makes the necessary improvements to ensure she maintains high standards. She has introduced parent questionnaires to improve this process still further and is currently reviewing how she can encourage more parents to share their views with her. Although the childminder is less successful than she would like to be at finding out about children's progress at home, she does build strong relationships with parents. Parents appreciate the role she plays in their children's lives and feel well-informed about their children's progress.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder carefully observes the children in her care and uses the information she gathers to plan how to support each child in their learning. She ensures that children have plenty of opportunities to play and learn in a quiet and calm environment. This helps children's developing speech and language because they can respond to everyday sounds and listen to the childminder as she introduces new words. She promotes other learning very well too. Young children enjoy finding out how to make 'pop up' toys work and hear the childminder count and talk about items being 'big' or 'little'. They enjoy regular trips out in the local community; this helps them learn about the world in which they live and the different people who live in it.

### Personal development, behaviour and welfare are good

Children's care needs are well met. The childminder routinely checks her home for hazards and takes the necessary steps to ensure it remains a safe place to be. She offers plenty of smiles and cuddles, which helps children feel settled and secure. Children learn about the benefits of a healthy lifestyle; the childminder ensures meals are healthy and that children have daily opportunities to be out in the fresh air. She encourages children to learn important self-help skills, such as washing hands and carrying their own plates. Overall, the childminder's home is a happy place to be where children can play in safety.

### Outcomes for children are good

All children make good progress. The childminder's understanding of how children learn and develop enables her to quickly identify when children are not making expected progress and to ensure they receive the necessary support. Her experience and qualifications, and the overall quality of all that the childminder does, mean that children gain the skills, and are well-prepared for, their future learning and readiness for school.

## Setting details

<b>Unique reference number</b>	133543
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	825560
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 December 2011
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Banbury, Oxfordshire. She holds a relevant childcare qualification. She is registered to receive funding to provide free early years education for children aged three and four years. The childminder offers year-round care and operates her service all day from Monday to Friday.

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