

# Childminder Report

**Inspection date**

15 September 2015

Previous inspection date

21 August 2012

<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
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 childminder makes good use of training opportunities to improve her knowledge and understanding about how children learn. As a result, she ensures that the activities she plans are appropriate for the ages of the children.
- Children make good progress. The childminder promotes young children's developing language skills well. She listens to what they say and models clear and correct pronunciation.
- The childminder provides a homely environment in which all children feel comfortable and welcome. They see the childminder as a fun playmate who will look after them.
- The childminder involves children in making decisions about the provision. This helps children to learn that their views are important and also builds their self-esteem.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's experiences. Parents appreciate the good care the childminder takes of their children and appreciate her help and advice.

### It is not yet outstanding because:

- The childminder does not fully build on relationships with adults at nearby schools and pre-schools to share information about children's development and learning.
- The childminder follows good hygiene routines but she does not always teach children about the benefits of this good practice to increase their awareness of keeping healthy.

## What the setting needs to do to improve further

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

- share more information with other providers about the learning and development of children who attend more than one setting, to fully promote their learning
- ensure that the best use is made of all opportunities to teach children about the importance of good hygiene practices as part of helping children to learn about keeping healthy.

### Inspection activities

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

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the responsibilities of her role and fulfils them well. She ensures that she remains well informed about changes to the requirements of this role. She has a good understanding of her responsibilities in relation to children's welfare, including not leaving minded children with anyone who may not be suitable. Safeguarding is effective. The childminder knows who to contact if she has concerns about a child's welfare. She reviews what she does and the progress that children are making and uses this information to plan further improvements. For example, she has introduced new methods for parents to share information about new skills their children have learnt at home.

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

The qualified childminder has grown in experience since the last inspection and has built on her initial knowledge by completing training courses. She has made good use of this improved understanding to improve the quality of teaching still further. For example, she makes good use of opportunities to talk about size and shape with children and encourages young children to listen out for different sounds. She understands the importance of these early skills for children's future learning. The childminder observes children as they play, which helps her build an accurate picture of each child's abilities and skills. She shares this information with parents, along with the written progress checks for children aged two years. The good quality teaching and positive relationships with parents help to ensure that children's learning is well promoted at home and with the childminder. Therefore, children progress well.

### Personal development, behaviour and welfare are good

Children's care needs are well met. The childminder ensures her home is safe and that children have daily opportunities to play outside. She teaches children that their views are important and encourages them to share their opinions about what they would like to do. For example, they worked together to decide what new equipment they would like for the garden. Activities such as these, help children learn to be confident that they will be listened to and also to respect each other's opinions.

### Outcomes for children are good

Outcomes for children are good. The overall experiences they receive with the childminder ensure that they progress well in their learning. Therefore, children gain the necessary skills for a successful move to school or nursery when the time comes.

## Setting details

<b>Unique reference number</b>	EY443977
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	903276
<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 August 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Bicester, Oxfordshire. She holds a relevant childcare qualification. She operates all day, Monday to Friday, throughout the year.

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