

Childminder Report

Inspection date

18 September 2015

Previous inspection date

13 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 links with local professionals to develop her knowledge and share ideas. This helps to keep teaching standards high; as a result, children receive a good level of support to learn.
- The childminder communicates well with parents; she shares assessments of children's learning and discusses ways to take their children's development forward. She exchanges information with professionals from other settings. Therefore, all children benefit from continuity in meeting their learning and care needs, and make good progress.
- Children enjoy a range of activities and resources, both in the childminder's home and in the local community, such as the play park or toddler groups. As a result, they develop the essential skills they need for later learning, such as school.
- The childminder helps children to understand how to lead healthy lifestyles and manage their own personal care routines. This helps them to become independent and promotes their well-being.

It is not yet outstanding because:

- The childminder does not always use all opportunities to extend children's understanding of shape, space and measure to strengthen their mathematical skills further.
- At times, the childminder does not consider a full range of experiences when planning learning in the outdoor environment. In particular, to support those children who learn best outdoors.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their mathematical development, in particular their understanding of shape, space and measure
- consider all areas of learning fully when planning experiences, particularly to support those children who prefer being outdoors, so they continue to benefit from purposeful play in all environments.

Inspection activities

- The inspector observed children's play activities in the childminder's home.
- The inspector took account of the written views of parents made available during the inspection.
- The inspector viewed a range of documents, including the childminder's policies and procedures, and children's records.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her practice well and knows where to access support in order to extend her knowledge and skills. She makes regular changes to her provision to suit the needs of children. This helps them to make effective progress. The childminder values parents' views and opinions of her practice. Additionally, she shares ideas and discusses children's development regularly with parents. This means children receive a good amount of support to continue their learning at home. Safeguarding is effective. The childminder understands the local child protection procedures and knows what to do if she has any welfare concerns.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and effectively promotes their development. She plans suitable and challenging learning experiences due to her precise assessment of children's learning. Children benefit from exploring a range of activities and resources to help extend their social, communication and physical skills, in preparation for their next stage of learning. Older children experience suitable challenges in their learning, for example, they learn to recognise words and numbers in preparation for school. The childminder monitors children's progress and communicates this with other settings that they attend regularly. Children enjoy many activities and resources that build their understanding of different people from around the world. For example, they participate in local groups and use play parks to broaden their experiences of the wider community. This helps them develop a respect and understanding for all people and cultures.

Personal development, behaviour and welfare are good

Children form secure attachments with the childminder. This helps them to gain confidence around unfamiliar people and situations. The childminder provides many ways to build their self-assurance, such as learning to handle tools by themselves or managing their own care needs, where appropriate. Children learn about ways to keep themselves safe, such as the importance of road safety when on outings. Children get plenty of fresh air and exercise. As a result, they develop positive attitudes to staying healthy. The childminder offers consistent messages of expected behaviour and responds to children's needs appropriately. She encourages children to understand one another; therefore, children behave well and build respect for others.

Outcomes for children are good

Children make good progress from their starting points on entry and any gaps in learning and rapidly closing. Overall, children are working comfortably within the typical levels for their learning and development, and are successfully building the skills they need for later learning.

Setting details

Unique reference number	134120
Local authority	Oxfordshire
Inspection number	836396
Type of provision	Childminder
Day care type	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	13 December 2011
Telephone number	

The childminder registered in 1994. She lives in Oxford. The childminder offers care all year round, from 8am to 6.30pm, during weekdays.

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