

# Childminder Report

**Inspection date**

23 September 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 promotes good outcomes for children by planning for their next steps in learning well. She makes accurate assessments of children's achievements, which helps her to identify and support any gaps in learning promptly.
- Children quickly form close bonds with the childminder, which successfully helps them to settle, feel happy and secure.
- Children behave well. The childminder teaches them from a young age about what she expects of them. They learn how to share and take turns which helps them to make and value friendships.
- The childminder keeps up to date with any changes in requirements and is proactive about implementing these within her setting. She regularly shares these changes with parents to keep them well informed and involved in their children's development.
- The childminder successfully assesses and helps to minimise any risks to children in her home, garden and on outings. This helps to keep children safe.

### It is not yet outstanding because:

- The childminder does not always make good use of every opportunity to question children skilfully. This means she does not always encourage them to share their own thoughts and knowledge.
- The childminder sometimes does things for children, which they could learn to do for themselves, such as tidying away toys. This does not fully promote their independence.

## What the setting needs to do to improve further

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

- increase the quality of questioning to encourage children to share their ideas and knowledge
- strengthen the opportunities for children to develop even further their skills to carry out tasks independently.

### Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector had a discussion with the children and the childminder.
- The inspector observed children during activities indoors.
- The inspector sought the views from parents through their written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs that would cause her concern about a child's safety and welfare. She knows who to contact to report her concerns to help keep them safe. The childminder demonstrates her commitment to promoting high-quality provision well. She makes good use of self-evaluation to help her to extend her own knowledge and practice. The childminder regularly seeks the views and suggestions from parents to help her to plan future improvements. She makes good use of her training and regularly researches information to help to improve outcomes for children. For example, she carefully plans activities, which help to cover children's all-round learning.

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

The childminder has a good understanding of how children develop. She provides them with lots of opportunities to learn by exploring and being active. For example, young children have an exciting time. They squeal with delight as they use and develop their small muscles to mould and squish playdough and sand into different shapes. Children fully engage in their play and show good levels of cooperation as they play with other children. The childminder constantly describes what children are doing and she uses lots of repetitive language. This effectively supports children's early communication skills and helps to build their vocabulary. The childminder skilfully helps children to develop their early literacy skills. For example, she encourages them to use different tools to develop their early writing. The childminder works closely with parents to keep them well informed of their children's progress. She encourages them to share observations from home, which ensures consistency in helping children make good progress. In addition, she forms good partnerships with other early years settings that children also attend, which helps her to build on children's learning.

### Personal development, behaviour and welfare are good

The childminder is a good role model and has a friendly and welcoming approach. Children thrive in this nurturing environment and they develop good social skills. The childminder takes them on regular outings to toddler groups. She joins up with other childminders and children. This helps them to meet and socialise with other children in the wider community to value and learn respect for each other's similarities and differences. The childminder promotes children's healthy lifestyles well. She successfully encourages parents to provide healthy lunches and snacks. Children enjoy the benefits of daily fresh air and exercise. The childminder takes them on regular walks and plans outdoor activities. This all helps to promote their physical development well. The childminder helps children to gain a good understanding of how to stay safe, including how to cross the road safely.

### **Outcomes for children are good**

Children make good progress in their learning from their starting points. They gain the skills that prepare them well for their next stages of development.

## Setting details

<b>Unique reference number</b>	EY456076
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	921243
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered since 2012. She lives in Banbury, Oxfordshire. She operates her service from Monday to Friday, all year around.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

