

# Childminder Report

**Inspection date**

7 October 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 quality of teaching is good. The childminder provides interesting and challenging opportunities for children that support their good progress in learning across all areas. Assessments are sharply focused on the most important aspects of learning. Children are therefore motivated and challenged and enjoy their play.
- The childminder develops close, attentive and trusting relationships with young children. They demonstrate a strong sense of security and emotional well-being as they engage with her during their play. The childminder models good manners and sets clear boundaries for children's behaviour. Children behave well in response to these.
- The childminder is clear about how to keep children safe. Regular safeguarding training ensures she has a good understanding of what to do should she have a concern about a child in her care. She deploys herself well to ensure children's safety.
- Partnerships with parents are very good. She regularly shares valuable information about children's welfare and learning with parents. Consequently, children's individual needs are quickly identified and met.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to extend children's thinking skills during activities; therefore, challenges are not at the highest possible levels.
- During some whole-group activities, younger children find it difficult to sit and concentrate for long periods of time, which stops the older children from getting the full benefits of the activity.

## What the setting needs to do to improve further

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

- review the organisation and timings of whole-group activities so that older children are able to sustain their thinking and not be distracted by the younger ones in the group
- use every opportunity when interacting with children to challenge them to think, solve problems and come up with their own ideas.

### Inspection activities

- The inspector observed the childminder's interactions with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those that use her provision.
- The inspector examined a selection of documentation.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminding partnership works effectively as the childminder, her co-minder and her assistant all take on roles and responsibilities that ensure children's needs are well met. The childminder reflects on the activities she provides and the progress children are making in their development. The team ensures any gaps in learning are quickly identified and strategies are put in place to support all children to do well. The childminder is reflective and makes good use of self-evaluation and the views of parents and children to identify areas to improve. She is committed to updating her training. She has implemented a healthy lunchboxes initiative after attending training that promotes nutrition and healthy choices in young children.

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

The childminder supports children's learning well. She uses her good teaching skills to adapt activities so that they are appealing and meaningful to each child. She allows children to lead their own play while supporting and adapting play according to their individual learning intentions. This helps to ensure that children enjoy their play and make good progress in their learning. Children develop good communication skills because the childminder introduces new language into their play. For example, she helps children to count up to 10 during a beanbag game. They develop their creativity and early writing skills as they explore a variety of different media and materials. The childminder makes good use of ongoing observations to assess the progress that children are making.

### Personal development, behaviour and welfare are good

Children have strong emotional attachments to the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence. Children are well behaved and learning to be responsible. They complete small tasks, such as helping to tidy toys away and clearing the table. They are encouraged to become independent in their self-care skills. Children enjoy spending time outdoors in the garden. They pick the vegetables they are growing and learn about healthy food. They take turns to play in the sand and happily explore the playhouse. The childminder provides children with lots of opportunities to learn about the world around them as they visit local parks and community groups. This supports their social skills in readiness for school.

### Outcomes for children are good

The childminder has a good understanding of each child and monitors their progress across all areas of learning. All children are progressing well and acquiring the skills they need for future learning and school.

## Setting details

<b>Unique reference number</b>	EY459271
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	948115
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013 and co-childminds from her family home in Abingdon, Oxfordshire with her mother and sister, who takes on the role as an assistant. She offers care on a daily basis, before and after school, and during school holidays. She holds a level 3 qualification in childcare and education.

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