

Childminder Report

Inspection date

7 October 2015

Previous inspection date

18 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is effective. The childminder closely observes children and intervenes sensitively in their play. She plans activities that the children will enjoy and adapts these according to their interests. She closely monitors what children know and can do, in order to plan for their next steps in learning. As a result, they make good progress.
- The childminder supports children's emotional and physical well-being effectively. She helps children to understand that their views and ideas are valued in order to build their self-esteem. She praises their efforts and achievements to motivate them further in their learning. Consequently, children are settled, feel safe and are confident learners.
- The childminder and her assistant have a good understanding of their responsibilities to safeguard children and teach them how to stay safe. As a result, children are protected and cared for in a safe, secure and well-kept environment that promotes their welfare, safety and well-being.
- The childminder works well with parents, and gives advice and suggestions to support children's learning and development ideas at home. This provides further opportunities for children to practise their skills and understand their experiences.

It is not yet outstanding because:

- 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.
- The childminder has yet to include her co-childminder's and assistant's observations on the quality of teaching in the group self-evaluation process to raise teaching to a consistently outstanding level.

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
- enhance the already good quality of teaching by making better use of supervision opportunities to take this to an outstanding level.

Inspection activities

- The inspector observed the childminder's and her assistant'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.
- The inspector completed a joint observation with the childminder of the assistant's teaching.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder monitors children's development to ensure that all areas of learning are covered and that they are making good progress. She reflects on the quality of her practice to drive forward improvements. The childminder mentors and supports her assistant, co-childminder and students. She attends training to develop her knowledge and skills further to meet the individual needs of all children. As a result, practice is consistent and they make an effective team.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She is focused on keeping children motivated and interested in learning as they play. She supports children well by following their lead, and providing help and support when it is required. She poses questions and makes suggestions to engage them. This helps children to think through how things work and make discoveries for themselves. The childminder promotes children's communication and language skills well. She supports their emerging literacy and mathematical skills with interesting and engaging activities, such as group song and rhyme times. The assistant plays a valuable supporting role. For example, when they play in the garden, she talks about 'bigger' and 'smaller' with the children when they sort pine cones. This supports their understanding of early mathematical concepts.

Personal development, behaviour and welfare are good

Children form strong attachments with the childminder and her assistant. They settle quickly because their care needs are effectively met and their routines remain familiar. The childminder provides a well-resourced and inviting environment for children to learn in, both indoors and outside. Children are confident to explore the indoor resources and activities independently, during free-choice time in the day. Children's good health is promoted very well. Outdoor play is a regular feature of the daily routine and children learn about healthy foods as they grow their own fruits and vegetables. Children's behaviour is age appropriate. They are learning to share and take turns. The childminder praises children's efforts and encourages them to persevere at tasks.

Outcomes for children are good

All children make good progress in their learning and development. The childminder provides extra support for children with any additional needs, ensuring that any gaps in their learning are closing. Children are effectively developing the skills they need in readiness for the next stage in their learning and, when appropriate, school.

Setting details

Unique reference number	133387
Local authority	Oxfordshire
Inspection number	825550
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	18 March 2010
Telephone number	

The childminder was registered in 1997. She lives in Abingdon, Oxfordshire. She works with a co-childminder and has an assistant. She holds a level 3 qualification in childcare and education. She offers care on a daily basis, before and after school, and during school holidays.

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