

Childminder Report

Inspection date

8 October 2015

Previous inspection date

29 September 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		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder's quality of teaching is inspirational. She provides rich environments, which highly engage children's interest and motivate them to learn.
- The childminder successfully monitors children's progress. She uses high quality observations and sharply focused assessments to help rapidly identify and close any gaps in children's learning.
- The childminder promotes children's literacy development exceptionally well. Children make excellent progress in acquiring early reading and writing skills.
- The childminder forms strong relationships with other professionals. She shares her extensive learning journals with everyone involved in the children's care and learning, so as to help promote consistency of children's care and learning.
- The childminder constantly promotes children's healthy lifestyles. Children are physically active, learn good hygiene practices and know about healthy food and drinks.
- The childminder uses her close relationships with other provisions to successfully reflect on her own provision and plan towards future improvements.

It is not yet outstanding because:

- Children who prefer to learn outside do not always have opportunities to extend their counting, shape recognition and measuring skills even further.
- Although children learn to do many things for themselves, the childminder has not explored more ways to give them even greater independence.

What the setting needs to do to improve further

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

- sharpen the already excellent opportunities for children to extend their mathematical skills, particularly those who prefer to learn outside
- increase the opportunities for children to build their independence even more.

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector talked to the children and the childminder.
- The inspector observed children during activities indoors and outdoors.
- The inspector took account of parents' views given through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, other 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 strong awareness of safeguarding matters and is clear about what to do if she has a concern about a child's welfare. She carries out thorough checks around her home and garden to help minimise any hazards for children. This all helps to keep children safe. The childminder has a strong drive to constantly improve her practice and provision. She carries out accurate self-evaluation, incorporating children's and parents' suggestions towards her improvement plans. The childminder attends regular training and successfully implements what she learns into her practice. This helps her to challenge and improve outcomes for children's development.

Quality of teaching, learning and assessment is outstanding

The childminder has high expectations of what each child can achieve. For example, she teaches young children new concepts, such as solids turning into liquids. Children learn to use magnifying glasses to study insects they have discovered in the garden. The childminder provides an extensive range of experiences for children to help them to progress towards their next stages in learning. For example, children play with playdough and initiate their own games. They hide letters in the dough and then another child finds the letter and successfully guesses what it is. The childminder interacts extremely well with the children and uses high quality questions to encourage children to share their own ideas and suggestions. For example, during a cooking activity, she encourages children to describe the mixture and helps to extend their already excellent vocabulary as she uses words such as 'crunchy'. The childminder forms excellent partnerships with parents. She shares an extensive two-way flow of information with them. This helps her to include children's achievements at home in her assessments and future planning.

Personal development, behaviour and welfare are good

The childminder forms close relationships with the children. This helps them to securely explore the environments from the moment they arrive. She provides a wide range of opportunities for children to learn how to value and respect each other's differences. Children behave very well. The childminder helps children to recognise different feelings and how to be kind to each other. They learn to share and take turns well. The childminder teaches children how to keep themselves safe. For example, she reminds them to take care as they lean over furniture. They also learn road safety during walks around the local community.

Outcomes for children are good

Children are making excellent progress in their all-round learning and most are reaching outcomes higher than the typical stages of development for their age. They gain good independence and other skills to help prepare them for their eventual move on to school.

Setting details

Unique reference number	134622
Local authority	Oxfordshire
Inspection number	836412
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 September 2011
Telephone number	

The childminder registered in 1999. She lives in Thame, Oxfordshire and operates her service on weekdays all year round. The childminder has an Early Years degree and has achieved Early Years Professional Status.

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