

# Childminder Report

## Inspection date

8 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 has a secure knowledge of how children learn. She plans fun and stimulating experiences for children that engage them and develop their knowledge and understanding.
- The childminder monitors children's development well and they make good progress in their learning.
- The childminder promotes children's healthy lifestyles well. She takes children on daily walks and to local parks for exercise and fresh air. She encourages all parents to provide nutritious snacks and lunches, which contribute to children's good health.
- The childminder prioritises children's safety. She risk assesses her home and any outings they go on each day. She actively minimises any hazards to children. This helps to keep them safe from harm.
- The childminder provides clear rules about expected behaviours and helps children learn how to take turns and behave well towards others.
- The childminder has a strong drive to improve. She self-evaluates her provision well, using feedback from parents and children effectively. She identifies training that helps to improve her teaching. Following a language course, she introduced 'rhyme time', which has helped children to recognise the sounds and rhythm in words.

### It is not yet outstanding because:

- The childminder does not consistently provide a wide range of experiences for children to learn how to use technology in their play.
- The childminder does not always fully promote children's personal hygiene. For example, children are not learning to wipe their noses independently.

## What the setting needs to do to improve further

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

- extend experiences for children to learn, practise and explore technology in all aspects of their learning
- strengthen the help for children to manage their personal hygiene 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 and outdoors.
- The inspector sought the views from parents through 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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She constantly attends training to improve her knowledge, understanding and practice, which has improved teaching. The childminder skilfully questions children and teaches them new vocabulary. They are becoming confident talkers. The childminder has a good understanding of how to keep children safe and she attends regular safeguarding training. The childminder has a good understanding of child protection and knows how to report any concerns to protect children's welfare.

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

The quality of teaching is good. The childminder shares stories with children. She used a collection of props effectively to help children to recall what happened in the story. The childminder successfully linked the story with a planting activity, which helped her to teach children about growth. She introduced mathematics into the activity by encouraging children to count, compare sizes and lengths of the objects and pictures in the book. The childminder provides a wide range of materials and tools that children use to create their own arts and crafts. For example, children choose to paint boxes to make a castle. The childminder has close links with parents; she effectively engages them all in their children's ongoing progress. The childminder gathers information about children's achievements and interests at home, which form starting points at the setting. She shares regular information, such as her assessments of children's progress, which helps parents promote learning at home.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. She forms close attachments with children and they explore her home with confidence. The childminder has good settling-in procedures, which help her to form a strong understanding of each child's needs before they join her. This all helps her to support children's well-being and emotional development effectively. The childminder actively promotes equality and diversity. She plans a wide range of outings and experiences, which help her to teach children about the similarities and differences of people in the wider world. The childminder helps children begin to learn about keeping safe. During walks, they learn how to cross a road safely.

### Outcomes for children are good

The childminder has high expectations for each child's development. She carries out precise observations and assessments on children. This helps her to identify and promptly support any gaps in their learning and close them quickly. She plans for each child's next steps in learning, which helps them to make good progress. The childminder shares information with other professionals when children move to school, which provides good continuity, helping to improve the outcomes for all children.

## Setting details

<b>Unique reference number</b>	EY426321
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1004445
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the Cowley area of Oxford, Oxfordshire. She operates her childminding service from Monday to Friday, all year round.

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

