

Childminder Report

Inspection date

3 September 2015

Previous inspection date

11 July 2012

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		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 demonstrates a strong commitment to promoting high-quality provision. Her use of self-evaluation and commitment to extending her knowledge and practice through training help to ensure a good standard of care and education for all children.
- The childminder devotes her time and attention fully to children in her care. Her visible enjoyment in her role ensures that children feel secure and happy in her company and become confident learners.
- The quality of teaching is good because the childminder is skilful in her interactions with children. She uses questions well to support, extend and encourage children's learning and development.
- The childminder makes accurate assessments of children's achievements and monitors their progress. The childminder plans effectively to close any gaps she identifies at the outset, which means children make good progress in their learning and development.
- The childminder is a good role model as she is kind, gentle and calm. She encourages children to share and take turns, and reminds them to use good manners. As a result, children learn how to behave well with others.

It is not yet outstanding because:

- The childminder does not always organise her toys and resources so they fully engage children to explore and investigate.
- The childminder does not always make available a wide range of literature to help promote children's early reading skills.

What the setting needs to do to improve further

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

- provide more opportunities to help children develop their early readings skills
- review the organisation of toys and resources, so children have greater opportunity to explore and investigate.

Inspection activities

- The inspector observed activities in the play areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled relevant documentation, including some policies and procedures, and the childminder's self-evaluation process.
- The inspector took account of the views of the parents spoken to on the day of the inspection and from written parental questionnaires.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure knowledge of the learning and development requirements and of how to keep children safe. She uses effective safeguarding procedures and her first-aid knowledge is clear and well known. She makes good assessments of the environment and removes any hazards to keep children safe and secure. The childminder shows good commitment to improving the service she provides. She effectively monitors and evaluates the quality of practice and children's progress. For example, she tracks children's learning and development to identify and close any gaps in their learning quickly. She effectively shares children's assessments with parents using diaries, journals, daily communication and an online platform. The childminder has built good partnerships with the local school children attend and effectively shares information. This ensures that children benefit from consistent and complementary care and learning. The childminder seeks new ideas through training, regular childminding network meetings and online information. As a result, her policies and procedures are current and continually evolve to reflect new initiatives and new ideas help to promote children's learning.

Quality of teaching, learning and assessment is good

The childminder places a high focus on children learning through play and she provides a broad range of experiences. She promotes children's communication skills by talking, repeating and engaging them in conversation. There is effective support for children who speak English as an additional language. The childminder has learnt simple words in the children's home languages, which supports children to make good progress, so that they can acquire both languages. The childminder obtains information from parents when children first start. She uses this information to plan, assess and adapt activities to promote children's individual learning. Children are making good progress in relation to their starting points.

Personal development, behaviour and welfare are good

Children are happy and settled, and have a good rapport with the childminder. She teaches the children her house rules and to share and take turns. Consequently, children learn to play well alongside their friends and behave well. They learn to manage their personal needs, such as toileting, and the childminder encourages children to dress independently when changing to play outside. Children learn independence and social skills, which help prepare them for future learning and school. There are strong partnerships with parents. This promotes a shared approach to children's learning and helps parents feel involved. Children benefit from regular outside play in the fresh air, including trips to local parks and gardens. Children develop their physical skills, understand taking some risks and have fun as they learn.

Outcomes for children are good

All children make good progress. The childminder helps children develop a good range of skills that prepare them well for school.

Setting details

Unique reference number	EY441522
Local authority	Oxfordshire
Inspection number	824578
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11 July 2012
Telephone number	

The childminder registered in 2012. She lives in Bicester, Oxfordshire. The childminder offers care before and after school on weekdays, all year round.

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