

Childminder Report

Inspection date	4 November 2015
Previous inspection date	21 October 2010

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 plans a wide range of experiences for children. She provides easy access to all of these opportunities and resources. Children actively make choices in their play.
- Children make good progress, particularly in their early literacy development. The childminder uses plenty of opportunities for children to practise their early reading and writing skills.
- The childminder plans fun activities to help children to learn about leading healthy lifestyles. For example, children learn which foods are healthy and how they affect our bodies as they take part in a fun game with the childminder.
- The childminder regularly attends training courses. She uses them successfully to help to improve her knowledge and understanding of how to improve outcomes for children.
- There are strong links between the childminder, other provisions and professionals. The childminder shares plenty of information with other professionals to help to build strong continuity in children's progress and development.

It is not yet outstanding because:

- The childminder does not always make the most of her teaching skills, such as the use of questioning during play activities to discover and build on children's knowledge and ideas.
- Children do not fully develop all aspects of their mathematical skills within their everyday play and learning.

What the setting needs to do to improve further

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

- make better use of good teaching skills to build on children's knowledge and interests as they play
- use every opportunity to promote children's mathematical understanding.

Inspection activities

- The inspector was shown around the premises during the inspection.
- The inspector had a discussion with the children and the childminder.
- The inspector observed children during activities indoors.
- 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

Safeguarding is effective. The childminder has a good knowledge of safeguarding matters and how to report any concerns about children's welfare she may identify. She promotes children's safety well. The childminder uses thorough risk assessments to help keep children safe in all areas of her home. She practises evacuation procedures regularly with the children to help them learn to keep themselves safe in an emergency. The childminder evaluates her practice well. She is committed to improvement and attends regular training. This helps her to implement the Early Years Foundation Stage requirements effectively and improve outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder plans a good range of play experiences and activities for the children to promote their development. Children engage well in play for long periods. The childminder engages in lots of imaginative play with children and carefully uses these opportunities to teach them. She constantly uses lots of repetitive language to help to build children's already good vocabulary. The childminder provides lots of chances for children to learn about nature, and children use technology consistently in their play. The childminder makes regular observations of children's learning. She links these to children's ages and stages of development to monitor the rate of their progress closely. Partnerships with parents are good. The childminder works closely with parents to keep them well informed of their children's next steps in learning. She encourages them to share their observations from home to aid her assessment of children's progress and also her planning for their future learning.

Personal development, behaviour and welfare are good

The childminder encourages children's independence well. Children learn how to wash their hands and help to tidy away toys and resources. They demonstrate a secure confidence when exploring the childminder's home. Children consistently make independent decisions about what they would like to do. The childminder plans trips to toddler groups, parks and soft play areas where they meet other children. This helps to provide even more opportunities for children to build their social skills. Children learn to behave well. The childminder acts as a positive role model. She gives children clear guidance to help them understand what she expects from them.

Outcomes for children are good

Outcomes for children are good. All children progress well in relation to their starting points. Children learn new skills, which help to prepare them well towards their future learning, including moves to school.

Setting details

Unique reference number	EY407019
Local authority	Oxfordshire
Inspection number	831530
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21 October 2010
Telephone number	

The childminder registered in 2010. She lives in Marston, Oxford and operates on Tuesdays, Wednesdays and Thursdays, term time only. She is in receipt of funding for the provision of free early education for children aged three and four years. The childminder has an early years qualification at level 3.

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