

Childminder Report

Inspection date

10 November 2015

Previous inspection date

5 December 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		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 developed systems so that parents are able to actively contribute to initial assessments of their children, regularly check their progress and share news from home. This results in strong partnerships that promote a joint approach to children's care, learning and development.
- Children are very enthusiastic in their play and show an eagerness to learn. The childminder joins in with their play, sensitively supporting and encouraging them. Consequently, children are well motivated and make good progress in their learning.
- The childminder creates a warm and welcoming environment where children play and explore independently. She places a strong emphasis on ensuring that children's well-being is always considered. She builds their self-confidence and provides experiences that help to prepare children well for the next stage in their learning.
- The childminder engages with local professional support networks to improve her knowledge and teaching skills. The childminder's effective self-evaluation ensures that she quickly identifies and addresses any areas for improvement in her practice.

It is not yet outstanding because:

- The childminder does not have a varied range of resources readily accessible to help children see positive images of themselves and other people.
- The childminder does not share or use information from other settings that children attend as well as she could to promote their learning even further.

What the setting needs to do to improve further

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

- consider the organisation of resources to help children see positive images of themselves and other people
- strengthen partnerships with other settings that children attend to share or use information to promote their learning even further.

Inspection activities

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed how the childminder obtains the views of all the users of her provision and her self-evaluation.
- The inspector examined a selection of documentation.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and qualified, and she has a good understanding of how children learn. She has extensive experience in supporting children with special educational needs. She uses her training in this area to good effect in her setting, especially to promote equality of opportunity and celebrate difference. The childminder successfully implements policies and procedures that support children's health, safety and welfare. Safeguarding is effective. The childminder has a secure understanding of the procedures to follow should she have a concern about a child in her care. She is committed to improving her provision and has clear plans for development. The childminder accesses regular training to keep up to date and to develop her good practice. She has established suitable partnerships with local settings.

Quality of teaching, learning and assessment is good

Children make good progress in their learning. The childminder plans activities based on an accurate assessment of children's skills and abilities when they come into her care. She has a clear view of the progress individual children make. She uses questions well to support, extend and encourage children's learning and development. Children display high levels of motivation as they name pictures on flash cards, and listen carefully and follow instructions during games. They learn words to describe size and shape, and competently link letter sounds to simple words they read on cards. The childminder updates parents daily to inform them about their children's learning. She makes good use of parental comments and feedback, which contribute to her routines and planning.

Personal development, behaviour and welfare are good

The childminder has a warm approach with the children, who have developed a strong bond with her and settle well. Children behave well, are polite and readily help with tasks, such as preparing for and tidying up after activities. Children learn how to keep safe and develop an understanding of the childminder's rules and how to follow them. The childminder promotes children's physical well-being and helps them to learn about healthy lifestyles. For example, she plans activities and daily opportunities for children to be physical, including going for walks to the local park. They learn the importance of good hygiene routines and healthy eating from a young age and are confident in managing their personal needs.

Outcomes for children are good

All children gain good skills in communication, literacy and mathematics. In particular, older children confidently count, recognise shapes and name letter sounds. They are progressing well and acquiring the skills they need for future learning and school.

Setting details

Unique reference number	EY430501
Local authority	Oxfordshire
Inspection number	823610
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	2
Number of children on roll	5
Name of provider	
Date of previous inspection	5 December 2011
Telephone number	

The childminder registered in 2011. She lives in Didcot, Oxfordshire. The childminder cares for children all day Monday to Friday, all year round apart for family holidays.

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