

# Childminder Report

**Inspection date**

11 December 2015

Previous inspection date

7 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 effectively supports her assistant to provide consistency in teaching and care practices.
- The childminder and her assistant plan a range of exciting activities that capture children's attention and extend their learning. Accurate assessments help to ensure that teaching is focused and promotes children's learning effectively. Children receive a good level of challenge and develop key skills ready for school.
- Children are progressing particularly well in their communication and language skills.
- The childminder is caring. She helps children to develop secure emotional attachments and feel safe. Children are confident, independent and behave well. They show a strong sense of security and belonging. Their physical and emotional well-being is promoted effectively.
- Partnerships with parents and carers are good. The childminder keeps them well informed of their children's time with her and the progress they make. She confidently provides ideas to extend learning at home.

**It is not yet outstanding because:**

- Resources are not well organised, so it is sometimes hard for children to find items to use to extend their play.
- There is limited focus on reflecting children's individual cultures and helping them to learn about people, families and communities outside of their immediate experiences.

## What the setting needs to do to improve further

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

- provide children with more opportunities to choose toys and resources so that they can follow their interests and make decisions about their play
- promote a wider range of experiences that reflect children's backgrounds and help them to learn about different people, families and communities.

### 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

Safeguarding is effective. The childminder has a secure understanding of what she should do if she has a concern about a child. The childminder uses her training in supporting parents and promoting early language skills effectively. Children make great gains in their speaking skills and are confident communicators at a very young age. The childminder maintains positive, productive relationships with parents and carers. She accurately evaluates her provision and identifies areas for improvement. The childminder values children's views and uses what they enjoy to help improve the quality and variety of experiences that she provides. She supports her assistant well, to ensure there is a shared approach to meeting children's needs. The childminder effectively tracks and monitors children's learning to ensure that they make good progress in preparation for school.

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

The childminder has a secure understanding of how children learn and knows how to adapt activities to promote their development. She is attentive to children's needs and gives careful attention to how each child prefers to learn. The childminder supports children's language development well during play. For example, she talks to children, explains what is happening, uses effective questioning and introduces new words. Children concentrate on activities for long periods of time and are not easily distracted from their tasks. They make good progress as they recognise shapes, numbers and colours during their activities. The childminder regularly celebrates children's achievements with parents and carers.

### Personal development, behaviour and welfare are good

Children develop strong bonds with the childminder and settle quickly. Clear routines help the childminder and her assistant to meet children's needs. Children spend a great deal of their day learning in the outdoor environment and delight in experiences such as exploring the pine cones they have collected on their walk. The childminder supports children's understanding of healthy lifestyles. For example, she promotes healthy eating. The childminder is a very good role model. Her calm and sensitive approach generates a positive learning environment. She helps young children learn about taking turns and being kind to each other. Children develop a good awareness of taking risks; for example, under careful supervision they make good attempts to climb the steps up to the slide.

### Outcomes for children are good

All children make good progress from their starting points. Children develop the key skills they need for the next steps in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY400125
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	831018
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 June 2012
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the Blackbird Leys area of Oxford, in Oxfordshire. The childminder works with an assistant and cares for children all day Monday to Friday, all year round.

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