

Childminder Report

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| Inspection date | 18 December 2015 |
| Previous inspection date | 30 March 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 has a kind and caring manner. She responds well to the children's daily care needs. Children are happy, settled and have a close and trusting relationship with the childminder.
- The childminder develops highly positive relationships with all parents. They are very complimentary about her care of their children. They say how supportive she is and that she has become part of their family.
- The childminder has a secure understanding of how young children learn. She observes and assesses children's progress and plans for their next steps in learning effectively. Children move forward in their learning and make good progress.
- The experienced childminder has effective procedures in place to safeguard children and promote their welfare. She has a very good awareness of children's safety, and helps them to develop their understanding of how to keep themselves safe.

It is not yet outstanding because:

- The childminder does not take every opportunity to strengthen children's early reading skills. Children do not consistently learn to recognise letters and the sounds they make.
- The childminder sometimes misses opportunities to strengthen children's understanding of diversity. The children do not always learn about the similarities and differences between people in society.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop and extend children's early reading skills
- strengthen children's understanding of what makes people similar or different from themselves to raise their awareness of the diversity in the world.

Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector looked at children's attendance and development records.
- The inspector had ongoing discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's evaluation, assessment and planning methods, and her range of policies and procedures.
- The inspector carried out a joint observation with the childminder.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder assesses risk well to minimise hazards for children. She knows the signs that would cause her concern about a child's welfare, and is aware of the procedures to follow. Safeguarding is effective. The childminder uses her knowledge and skills gained from her qualifications and training, and attends meetings with other childminders to help improve and provide a good learning environment that benefits children. She demonstrates a strong drive to continue to improve her service. She carries out comprehensive checks and audits of her practice to identify areas for improvement. For example, she has improved her observations of children and plans a good range of activities based on their interests to help them progress in all areas of learning.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and provides them with a stimulating and challenging learning environment. For example, they easily choose what they wish to play with from the wide selection of good-quality toys and resources. The childminder is skilful at incorporating all areas of learning into children's chosen play experiences. She provides a good level of challenge to promote children's thinking skills. For example, children think and respond to the childminder's questions and communicate effectively. They develop good language skills. The childminder makes good use of assessments to monitor and identify any likely gaps in children's learning. She provides support to close quickly any gaps in children's learning. All children make good progress from their starting points. The childminder's gentle and kind approach when teaching young children is especially effective with quieter children, who flourish in her care.

Personal development, behaviour and welfare are good

There is a lovely atmosphere in the setting, where all children are happy and thoroughly enjoy their time with the childminder. Children demonstrate caring behaviour towards one another and learn how to keep each other safe. For example, children shared resources and reminded one another not to run inside as they might fall and bump their heads. The childminder provides a good range of interesting and stimulating activities and resources that engage children and build on their interests. The childminder helps to support children to develop an understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs.

Outcomes for children are good

Children make good progress in their learning. They are gaining the necessary skills for their future learning and the move to school when the time comes.

Setting details

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| Unique reference number | 133797 |
| Local authority | Oxfordshire |
| Inspection number | 1029831 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 30 March 2010 |
| Telephone number | |

The childminder registered in 1997. She lives in Didcot, Oxfordshire. The childminder provides care throughout the year from 8am to 6pm.

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