

Childminder Report

Inspection date

17 December 2015

Previous inspection date

20 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder promotes children's sense of belonging extremely well. Children gain lots of confidence and form strong and respectful relationships with others. They form extremely strong social skills that they need for later learning.
- Parents are involved in their children's learning. They have daily discussions with the childminder about what their children can do and what help they need to progress towards their next steps in learning.
- The childminder establishes good relationships with other settings children attend. She regularly shares information about children's learning to provide them with shared and continuous support between the settings.
- The childminder builds on each child's achievements to help them progress. They make good progress in their learning and development.

It is not yet outstanding because:

- Although the childminder attends training, she does not consistently keep up to date with relevant changes in guidance or consider how these affect her provision.
- The childminder does not always include children's views to evaluate the provision and use these to focus the planning to strengthen their learning.

What the setting needs to do to improve further

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

- strengthen professional knowledge by keeping up to date with relevant changes in guidance and consider how these affect the provision for children
- include children's views when evaluating the provision and use these to focus the planning to strengthen their learning.

Inspection activities

- The inspector took account of the written views of parents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed children's daily play activities.
- The inspector conducted a joint observation with the childminder.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder takes into account parents' feedback to improve her practice based on their children's needs. For example, the childminder has improved her outdoor provision so children that particularly enjoy the outdoors have a wider range of resources to promote their learning. The childminder reviews the quality of her teaching and identifies areas of her knowledge that she can improve upon. For example, she has attended training to strengthen children's speech and language. Safeguarding is effective. The childminder has a good understanding of local child protection procedures. She knows what to do if concerned for children's welfare to protect them from harm. The childminder uses risk assessments to identify and reduce hazards to children's safety.

Quality of teaching, learning and assessment is good

The childminder makes regular and accurate assessments of children's learning and shares the progress they make with their parents. They have a good understanding of their child's development and the childminder gives parents ideas to continue and extend learning at home. Children choose from a wide range of resources and activities that the childminder provides. Children develop good language and communication skills. The childminder encourages them to explain their ideas and extends their thinking by asking questions and adding resources to challenge and extend their learning. Children develop their creativity and learn to use tools. They use scissors to cut and spread glue to make a collage. Children develop good early maths skills. For example, the childminder encourages children to match images and use positional language during a game of dominoes.

Personal development, behaviour and welfare are outstanding

Children are extremely confident to express their thoughts and feelings. For example, the childminder is a highly skilful role model and helps children to negotiate and understand each other's needs when they play together. The childminder manages children's behaviour extremely well. Children understand and follow the childminder's clear expectations, boundaries and rules. Children form excellent friendships and are considerate and respectful of one another. For example, they set the table, counting the chairs they will need for the children that will arrive later on. Children participate in a wide range of activities that help them to understand similarities and differences in their lives and other peoples'. For example, children learn words from each other's home languages and explore festivals from around the world. The childminder provides an excellent range of opportunities to promote children's good health. They enjoy plenty of fresh air and exercise.

Outcomes for children are good

Children make good progress in their development. They develop a good range of skills and are emotionally ready when the time comes to move on to pre-school or school.

Setting details

Unique reference number	133335
Local authority	Oxfordshire
Inspection number	840966
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	6
Name of provider	
Date of previous inspection	20 July 2011
Telephone number	

The childminder registered in 1993. She lives in Abingdon, Oxfordshire. She offers childcare each weekday from 7am to 6.30pm, all year round. The childminder holds a childcare qualification at level 3.

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