

# Childminder Report

**Inspection date**

3 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 promotes children's communication and language very well. Children are confident speakers, including those who speak English as an additional language.
- Children benefit from the childminder's precise planning towards their individual interests and learning needs. They make good progress in all areas of development.
- The partnerships with parents are strong. The childminder values and takes into consideration the opinions of the parents and children when she reflects on her practice.
- Children learn to share and take turns. The childminder provides plenty of opportunities for children to consider and share their feelings. Children make close friendships and learn to help each other.
- The childminder follows robust recruitment and vetting procedures when recruiting assistants to assess their suitability. She shares policies and procedures with them and makes sure they are fully aware of their roles and responsibilities.

**It is not yet outstanding because:**

- Sometimes, children's creativity and critical thinking are interrupted and they are unable to complete chosen tasks; for example, when they are asked to stop what they are doing, tidy up and join others outside.
- Children do not always have consistent opportunities to use technology in their play.

## 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 routines so that children are able to remain engaged in their preferred learning environments or play
- increase the opportunities for children to extend their use of technology in play.

### Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector had a discussion with the children and the childminder.
- The inspector observed children during activities indoors and outdoors.
- 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 and her assistants are clear about their roles in safeguarding children. They are aware of the action to take and who to contact should they have any concerns regarding children's welfare. The childminder checks the safety of the environments regularly to minimise any risks. She helps children learn to keep themselves safe with constant reminders of rules and hazards. The childminder communicates effectively with parents to exchange information about daily activities and achievements. For example, she invites parents to attend coffee mornings and complete questionnaires to share their suggestions for future improvements. The childminder monitors her assistants' practice and suggests areas for their professional development.

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

The childminder carefully and accurately monitors children's learning, which helps to enable her to identify any areas where children need more support. She supports children who speak several languages well and makes good use of this to teach children to learn about and compare each other's differences. The childminder and her assistants constantly use their other languages to teach all children new vocabulary. Children learn words to songs in other languages and make good progress in English. They learn about the world and community they live in. The childminder invites parents into her home to share lots of information and help her to plan activities for children to learn more about their home languages and cultures. For example, parents visit the setting and teach children to count in Chinese and learn about the Chinese culture.

### Personal development, behaviour and welfare are good

The childminder offers a well-resourced and welcoming environment that children settle into quickly. She offers plenty of outdoor play and takes children on outings to local parks. Children get plenty of fresh air and develop their physical skills well. The childminder forms close links with other provisions that children attend. She shares plenty of information with other professionals to build on children's outcomes. The childminder visits other settings, such as schools, and invites professionals such as teachers into her home. She understands the importance of supporting children to develop their independence. For example, children learn ways to put on their own coats. This all helps them to emotionally prepare for their move on to school. Children learn about healthy lifestyles. For example, the childminder organises regular 'charity lunches' that encourage children to try new healthy foods and to care about others.

### Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stages of learning and for school.

## Setting details

<b>Unique reference number</b>	EY489109
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1014120
<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>	2 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Oxford. The childminder cares for children Monday to Friday during term time only and has two assistants.

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Piccadilly Gate  
Store St  
Manchester  
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