

# Childminder Report

**Inspection date**

10 February 2016

Previous inspection date

3 August 2009

<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 interacts well with children. She ensures that all children have good learning experiences and promotes their ongoing development, including learning to value and respect others.
- The childminder monitors children's progress. She uses observations and assessments of their learning well to give her a good understanding of children's individual levels of achievement.
- Partnerships are strong. The childminder shares information about children's care and learning with all those involved in their care and education. Children benefit from this consistent approach to meeting their needs.
- The childminder promotes children's self-esteem through praise and encouragement. She supports children to be confident and build friendships in larger social groups.
- Children make good progress, particularly in their early communication skills. For example, the childminder encourages younger children to use a wider vocabulary.

### It is not yet outstanding because:

- The childminder does not always give children enough time to respond to questions, and develop their thought processes and thinking skills.
- The childminder does not make the best use of all opportunities to reflect on her professional development and the impact it has on enriching children's experiences.

## What the setting needs to do to improve further

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

- use every opportunity to challenge children to think, solve problems and come up with their own ideas
- evaluate ongoing professional development and the impact this has in improving the provision for children.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled documentation, including a selection of the childminder's policies and children's records.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of local child protection procedures and what to do if she has concerns for children's safety. The childminder has a secure understanding of her role and responsibilities. She fosters a professional approach to improving the quality of care and service she provides. For example, she has good systems for keeping up to date with current guidance for children's care and learning. The childminder effectively promotes positive engagement with parents to reinforce continuity in their child's learning. For example, information shared with parents helps them to understand how children are progressing in relation to their age and what their next steps are. Parents compliment the care the childminder provides.

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

The childminder bases activities on children's interests to ensure that they are eager to discover and explore in their play. She completes regular observations and assessments of children's learning to review their progress and plan for their next steps. She helps them to practise important skills that prepare them for the next stage in their learning. The childminder provides a range of activities to encourage children's imagination and creativity. For example, children enjoy exploring different textures, and carefully thread pasta and beads onto spaghetti spikes in playdough. The childminder promotes children's language development effectively. For example while listening to familiar stories, she teaches them new words to extend their vocabulary.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and supports children's well-being effectively. Children have good opportunities to be physically active and regular experiences outside to learn about the world around them. For example, they walk to a variety of community groups. The childminder teaches children to develop their awareness of how to keep themselves safe; for example, through fun activities during their road safety week. The childminder plans meals carefully to ensure they are balanced and nutritious, and helps children to gain an understanding about growth and healthy foods. Children behave well and have a close attachment with the childminder.

### Outcomes for children are good

The childminder successfully plans learning so that all children get a good start and are well prepared for their future education. Children progress well, acquire valuable social skills and learn useful personal skills to become independent; for example, they put on their own shoes and wash their own hands before meals.

## Setting details

<b>Unique reference number</b>	EY305654
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	827902
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 August 2009
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Chinnor, Oxfordshire. She operates from Monday to Friday, all year round.

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