

Childminder Report

Inspection date

19 May 2016

Previous inspection date

30 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provides a good range of toys and activities that challenges children's development and motivates them to learn. Children make good progress from their starting points.
- Children are happy and content. They demonstrate strong emotional attachments to the childminder. Babies enjoy cuddles and older children behave well, showing respect towards one another.
- The childminder implements effective health and safety procedures, such as risk assessments and good hygiene practices, to promote children's health and well-being.
- The childminder seeks professional development opportunities to advance her teaching practices, which includes further training.
- The childminder reflects on her practice well and identifies her strengths and areas for development. She considers the views of parents and support workers, and sets clear targets to help raise children's learning outcomes.

It is not yet outstanding because:

- The childminder does not always provide opportunities for children to develop their awareness of different people, particularly those beyond their own immediate community.
- The childminder does not always encourage children's early writing skills, or increase their awareness that print carries meaning.

What the setting needs to do to improve further

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

- provide further opportunities to extend children's awareness of other people's similarities and differences, to strengthen their understanding about the wider world
- introduce more opportunities for children to build upon their early writing skills, to extend their literacy development.

Inspection activities

- The inspector observed the children in areas of the home used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's development files, planning, and the childminder's policies and procedures.
- The inspector took account of parents' written feedback made available during the inspection.
- The inspector spoke to children as they took part in their activities.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has successfully updated her safeguarding knowledge. She has a good understanding of child protection issues and the procedures to follow if she has any concerns. The childminder has a positive attitude to improving her provision. She is mindful of her practice and environment, and has an action plan in place for making continued improvements. The childminder gathers detailed information, such as through observations, to support children's learning. She uses her assessments effectively to monitor children's development and progress effectively. Partnerships with parents and other professionals are effective and promote continuity of care. Parents clearly value the childminder and the feedback from them is very positive.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how the children in her care are developing and progressing. She is mindful of their next steps in learning, and is confident in providing and planning activities to support all areas of learning. Children develop good communication skills; for example, the childminder talks and asks a good range of questions to build upon their speech. Younger children benefit from the childminder's attention as they play. For example, while they explore and investigate with musical shakers, the childminder says, 'Shake, shake,' to help support their understanding. Children enjoy being imaginative. For example, they enjoy exploring with instruments and engaging in pretend play, such as when acting out roles for people and animals.

Personal development, behaviour and welfare are good

Children behave well. They have close, friendly relationships with each other and share resources well. The childminder supports their emotional development well, with effective praise. Children learn about healthy lifestyles, such as nutritional foods, through a range of activities and experiences. For example, they learn to grow and plant vegetables, and join in with cooking. Children enjoy regular outdoor play, where they freely access toys and resources that support their physical development. For example, they learn to throw and roll balls, and ride on bikes and cars. Children develop an awareness of how to use tools safely. For example, the childminder teaches them how to use cutlery when helping to prepare their fruit.

Outcomes for children are good

Children are confident learners and are developing essential key skills to help prepare them for their next stage of learning. Children enjoy mixing socially with others and develop their problem-solving skills well. For example, while they build tracks for their trains, they learn about colours, patterns and numbers.

Setting details

Unique reference number	EY423093
Local authority	Oxfordshire
Inspection number	1049421
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 October 2014
Telephone number	

The childminder registered in 2011. She lives in Berinsfield, Oxfordshire. She provides care during weekdays and operates her service for most of the year. The childminder holds an appropriate childcare qualification at level 3.

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