

# Childminder Report

**Inspection date**

24 May 2016

Previous inspection date

24 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has worked hard to improve her practice and outcomes for children since the last inspection. She has improved safeguarding procedures, self-evaluation and assessments of children's progress.
- The childminder supports children's communication and language skills effectively. Children who speak English as an additional language make good progress.
- Children make good progress in their personal, social and emotional development. They understand behavioural expectations and follow guidance from the childminder well.
- Children have a good understanding of personal hygiene and self-care skills.
- The childminder knows children well and helps them to make good progress from their starting points in learning overall.
- The childminder works effectively with parents to encourage them to support their children's learning and development at home.

**It is not yet outstanding because:**

- The childminder does not provide a wide range of opportunities for children to make marks and give meaning to marks as they play.
- Children do not always have the best opportunities to develop their attention and concentration skills, occasionally losing interest in planned activities.

## What the setting needs to do to improve further

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

- plan activities more carefully to include further opportunities for children to practise early writing skills in different contexts
- develop activities and experiences so that they are highly challenging and engaging, to further encourage children's attention and concentration skills.

### Inspection activities

- The inspector observed activities indoors and in the garden.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector talked to the childminder about her practice throughout the inspection.
- The inspector looked at a variety of documentation, including children's assessment records, the childminder's training records, information for parents and the self-evaluation form.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a clear understanding of her responsibilities to meet requirements. Since the last inspection, she has attended a wide range of training opportunities and has reflected carefully on her practice. The childminder now has a good awareness of safeguarding procedures and what to do in the event of a concern or an allegation. Safeguarding is effective. The childminder recognises areas of practice for further development, such as planning more exciting and challenging activities to extend children's concentration and build on the good progress they are making.

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

The childminder focuses well, overall, on children's individual learning and development. She engages parents and carers effectively from the start of a placement and is familiar with the needs of children and their families. The childminder talks to parents routinely to keep them well informed of their children's progress. She makes suggestions of things that parents can do to support their children's development. For example, how to help children become more independent in their physical and self-care skills. The childminder uses good-quality interactions and listens carefully to children's responses. She demonstrates how things work and sometimes makes suggestions to extend children's experiences. Children enjoy their play and develop a good range of skills.

### Personal development, behaviour and welfare are good

Children are keen to learn overall. They enjoy the childminder's company and have positive relationships with her. Children show that they feel secure in the childminder's care. They are confident having conversations with visitors, showing that they cope well with new social situations. Children learn how to stay safe and the childminder teaches them safety rules, such as road safety during outings. They play outdoors on a daily basis and benefit from fresh air and exercise. They have a healthy diet. Children develop a positive attitude to others and the childminder provides opportunities for them to mix with other children in the local community.

### Outcomes for children are good

Children make good progress particularly in their communication and social skills, including those who speak English as an additional language. They use language confidently to narrate their play and they learn new vocabulary rapidly. Children are familiar with nursery rhymes and can count in sequence. Children develop confidence in doing things for themselves. While children enjoy their play and make good progress, they do not always concentrate fully during planned activities and are sometimes reluctant early writers. Children are well prepared overall for their next stages of learning and for school.

## Setting details

<b>Unique reference number</b>	EY305132
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1048906
<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>	3 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 January 2014
<b>Telephone number</b>	

The childminder registered in 2005. She lives in the Cherwell Heights area of Banbury, Oxfordshire. The childminder offers full-time care all year, including out-of-school care. She holds a recognised early years qualification at level 3.

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