

Childminder Report

Inspection date

26 May 2016

Previous inspection date

7 August 2009

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder makes good use of her experience and knowledge to provide a warm welcome and good-quality care and education to all children.
- Children enjoy their time in the childminder's home. They settle quickly and trust the childminder to take good care of them. Older children write that she is kind and that they like spending time in her home.
- The childminder builds useful partnerships with parents and staff at schools and pre-schools older children also attend. She finds out what children are achieving elsewhere and builds on this development to extend their learning.
- The childminder considers the needs of each child when planning activities and outings. For example, which parks are most suitable for very young children and which toddler groups offer the most interesting range of activities. Children make good progress.
- The childminder effectively teaches children about the benefits of a healthy lifestyle. She ensures children spend time outdoors in the fresh air and works with parents to ensure meals and snacks are healthy and nutritious.

It is not yet outstanding because:

- The childminder does not establish a thorough understanding of children's abilities when they first start. For example, she does not find out from parents what skills children have already mastered to help her accurately plan and build on their learning right from the beginning.

What the setting needs to do to improve further

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

- establish a more complete picture of children's skills and abilities when they first start, to enhance planning for children's ongoing progress.

Inspection activities

- The inspector observed the childminder in her home and garden.
- The inspector discussed with the childminder the learning that was taking place.
- The inspector took account of parents' views.
- The inspector spoke with the childminder about her understanding of safeguarding and first aid.
- The inspector sampled documentation, including the childminder's policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The childminder ensures her home is safe and evaluates well to make improvements to meet the needs of the children. For example, she has rearranged furniture and toys for babies that are learning to crawl. The childminder keeps her skills up to date to ensure she can continue to do what she does well. She plans improvements, such as developing more opportunities for children to explore outdoors. Safeguarding is effective. The childminder understands her responsibility to safeguard children and knows what steps to take if she is concerned about a child's welfare. She knows that she must ensure that anyone living in her home is suitable to work with children. Parents appreciate the role the childminder plays in their children's lives and feel well informed about their progress, which helps them support their children's ongoing development at home.

Quality of teaching, learning and assessment is good

The childminder plans a broad range of activities and outings to support children's all-round development. She supports their developing language well. For example, she names items in picture books and helps children make links between what they see and their own experiences, such as between the shoes on their own feet and the picture in a book. She helps very young children develop the physical skills they need to stay safe and explore. For example, she teaches them how to go safely up and down a slide. She shows an interest in children's lives and teaches them about different customs and traditions.

Personal development, behaviour and welfare are good

Children respond well to the childminder's calm and gentle manner. They snuggle in for cuddles and hugs, and are relaxed and happy in her company. The childminder ensures she gets to know children and their families well before parents leave their children in her care. She helps children settle for sleep and works with parents to follow each child's daily routines. She is patient and consistent when managing children's behaviour. She helps children learn to manage their emotions, share and take turns. Children see the childminder as someone they can trust and develop into confident young people.

Outcomes for children are good

Children develop a good set of skills that equip them well for their future learning. Very young children develop good physical skills, which they practise to crawl and walk. They learn new words and to enjoy healthy foods and sociable meal times. Older children get ready for their move to school. They learn to play cooperatively and to organise their own belongings. They develop an interest in books and the physical skills needed for later writing. Children learn about the similarities and differences between themselves and others, and to be tolerant and respectful. They behave well.

Setting details

Unique reference number	133385
Local authority	Oxfordshire
Inspection number	1050393
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	7 August 2009
Telephone number	

The childminder registered in 1993 and lives in Sutton Courtenay, near Abingdon, Oxfordshire. She offers care all day, Monday to Friday throughout the year, and mainly looks after school-aged children.

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