

# Childminder Report

**Inspection date**

2 June 2016

Previous inspection date

30 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 develops positive and caring relationships with children and their parents. Parents engage well in their children's learning and development, and share information from home with the childminder about their children's progress.
- Children make good progress from their starting points in learning and are well prepared, overall, for their next stages in learning and for school. The childminder uses her detailed assessment procedures to help her track children's progress effectively and to plan for their next steps in learning.
- The childminder supports children's learning effectively overall. She uses her good-quality interactions with children as they play to extend their learning opportunities.
- Children form secure attachments with the childminder and they benefit from her positive approach to supporting their behaviour.
- Children have good opportunities to physically exercise and to learn about safety.
- The childminder uses a variety of approaches to regularly evaluate her practice. She builds on her previous experience well to improve the quality of her setting and continually improve outcomes for children.

### It is not yet outstanding because:

- The childminder does not always plan effectively for the youngest children. For example, during the school holidays, younger children have fewer opportunities to explore a wide range of resources that capture their concentration and interest.

## What the setting needs to do to improve further

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

- develop opportunities for the youngest children to experience a wider range of objects and materials to encourage them to explore and extend their concentration skills.

### Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector talked to the childminder about her practice at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, the childminder's self-evaluation form and training records.
- The inspector took account of the views of parents and carers spoken to on the day, and from letters provided by parents for the inspection.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her role and responsibilities. She has a secure knowledge of safeguarding procedures to help her protect children and knows where to report any concerns for their welfare. The childminder supervises children well and provides a safe play environment. She is aware of how many children she can care for and keeps accurate records of their attendance. Safeguarding is effective. The childminder attends training and discusses good practice with other professionals to help her make ongoing improvements. For example, following training, she is better able to support children's awareness of sounds and letters.

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

The childminder knows children well and responds effectively, overall, to their individual learning needs. She is clear about their next stages of learning, such as developing speech and early writing, and builds this into her planning. The childminder uses effective teaching strategies during most activities. For example, she usually follows children's interests, always welcomes their ideas, and increases their knowledge by providing factual information or making suggestions. The childminder is aware of how to extend and challenge children during different play experiences. She works closely with parents and carers to gather information about children's starting points. The childminder encourages parents to extend their children's learning at home. She encourages other settings that children attend to share information to help develop continuity in their care and learning.

### Personal development, behaviour and welfare are good

Children become confident and independent under the guidance of the childminder. For example, they willingly help to clean the table in preparation for snack time. They enjoy energetic activity in the garden, which helps challenge their physical skills and encourage their social skills further. Children learn about each other's different backgrounds, which helps them to develop a positive approach to diversity. The childminder generally manages the wide age range of children during school holidays well overall, and plans activities to include all children. However, these activities do not always fully meet the needs of the youngest children who sometimes become frustrated and distracted.

### Outcomes for children are good

Children are progressing in line with typical expectations for their age. They use climbing equipment with confidence, learning to take turns and to be careful. Younger children enjoy the company of older children and they generally play well together. Children are able to explain their understanding of stories, such as talking about the feelings of the characters. They are able to give meaning to marks and use pencils with increasing control. These experiences help them develop the skills needed for their future learning.

## Setting details

<b>Unique reference number</b>	133560
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1048677
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 July 2013
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Banbury, Oxfordshire. The childminder receives funding for the provision of free early education for children aged three years. She offers full-time care on weekdays, including out-of-school care, all year round. The childminder holds a recognised early years qualification at level 6.

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