

# Childminder Report

<b>Inspection date</b>	7 June 2016
Previous inspection date	18 September 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 addressed the weaknesses identified at the previous inspection, to provide good-quality care and education to children. For example, she ensures that the progress summaries that she shares with parents when their child is aged between two and three years clearly show the required information.
- The childminder has successfully developed a good range of activities and resources that help children to understand about different customs and religions in the wider world.
- The childminder works well with parents. She finds out from them what children already know and can do before they start. She uses this information to plan learning experiences that children enjoy and that help them to make good progress.
- Children enjoy being with the childminder. They quickly settle in her care and feel welcome and safe in her home. They laugh and smile as they go about their day.

### It is not yet outstanding because:

- Sometimes the childminder is less successful at involving younger children in activities as well as she does for older children, to fully engage them at such times.
- The childminder does not always make the best use of opportunities to share information with staff at pre-schools and nurseries that children also attend, to fully support each child's learning.

## What the setting needs to do to improve further

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

- develop strategies for involving younger children more fully in activities when children of different ages are playing together, to fully support their learning
- strengthen partnerships with staff at the pre-schools and nurseries that children also attend, to gain a further insight into each child's development and progress.

### Inspection activities

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

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has worked well to improve her knowledge of how children learn and develop. She makes good use of training opportunities to further develop her teaching skills. She uses her improved understanding and ability to reflect well on her practice to plan and implement further improvements. For example, she has broadened opportunities for children to express their own ideas when using craft materials. She has also considered how to make better use of outdoor play to meet the needs of more active learners. Safeguarding is effective. The childminder has a valid first aid certificate and keeps her home safe for children. She understands her role in safeguarding children and knows what steps to take if she is concerned about a child's welfare.

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

The childminder plans a good range of activities and provides a varied range of resources to support all children's learning. She carefully monitors all children's progress and works with parents to provide any additional help that children may need to catch up with their peers. She organises her day so that children have opportunities to play independently and take part in more focused learning too. She reviews the activities that she organises and considers ways to further extend each child's learning. She supports children's developing speaking and listening skills well. For example, as children listen to the sounds that lentils make as they tumble into a tray, she models new words for children who are beginning to talk.

### Personal development, behaviour and welfare are good

The childminder meets children's physical and emotional needs well. She ensures that children have daily opportunities to play outdoors. Children who stay all day enjoy a healthy home-cooked meal with the childminder and her family. The childminder offers clear guidance to children about acceptable behaviour, and remains patient and calm as children learn to share and take turns. Children behave well. The childminder offers reassurance to younger children, such as when they settle down to sleep. She helps all children to develop the confidence to make decisions and to enjoy being helpful and thoughtful. For example, older children enjoy helping younger children at mealtimes.

### Outcomes for children are good

Children develop the necessary skills needed for their future learning, including the move to school when the time comes. They learn to speak confidently and to listen to stories. They learn to make choices about what to do in their play and to consider the needs of others. They develop good listening and physical skills needed for later reading and writing. They find out about the similarities and differences between how they and other people live, and develop the confidence to ask for help when practising new skills.

## Setting details

<b>Unique reference number</b>	EY428226
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1049441
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Chalgrove, Oxfordshire. She offers care all day, Monday to Friday, throughout the year. She holds a relevant childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

