

# Childminder Report

**Inspection date**

19 July 2016

Previous inspection date

21 April 2015

<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

- Children respond well to the childminder's warm and friendly approach. They show that they feel happy and settled as they develop good relationships with the childminder and with each other.
- The childminder uses effective strategies to help children develop good communication and language skills.
- The childminder knows children well. She assesses their capabilities effectively to identify any gaps in their communication, social or physical development.
- The childminder plans a range of interesting experiences that help children make good progress right from the start.
- Children show good behaviour and learn how to share and care for each other.
- The childminder has a good understanding of safeguarding procedures and supervises children well, to help keep them safe.

### It is not yet outstanding because:

- The childminder does not always plan a wide range of experiences to encourage children to explore and learn as much as possible about things in the natural world.
- The childminder does not always provide children with opportunities to explore a wide range of media, materials and tools, to support their creativity fully.

## 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 children to experience the natural world to help them discover more about plants, animals and other elements of nature
- provide more opportunities for children to explore a wide variety of media and materials, to help further encourage and support their creativity and imagination.

### Inspection activities

- The inspector observed activities indoors.
- The inspector and the childminder observed and discussed activities together.
- The inspector looked at children's assessment records and evidence of the childminder's training qualifications.
- The inspector talked to the childminder about her practice at appropriate points throughout the inspection.
- The inspector took account of written comments from parents.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibilities to meet legal requirements. Safeguarding is effective. Following training, the childminder is familiar with local safeguarding guidelines. She has a sound awareness of how to respond to concerns about children's welfare. Since the previous inspection, the childminder has made improvements to fire safety equipment to help protect children in the event of an emergency. The childminder evaluates her practice routinely and improves her knowledge and skills, for example, through discussion with other professionals and by gaining new ideas from the internet.

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

The childminder meets recommendations set at the last inspection to achieve good practice. For example, she incorporates simple number sequences into children's daily experiences and provides a good range of resources for children to choose from. The childminder uses effective teaching strategies to support language development. For example, she reads books and sings nursery rhymes with children, who join in with enthusiasm. The childminder has a good understanding of how to implement the progress check for children aged two years and how to share this with parents. She keeps parents and carers well informed of their children's progress, through daily discussions, for example. The childminder encourages parents to build on children's interests at home, to extend their learning further. She helps children experience continuity in their learning by, for example, sharing information about children's learning and development with new settings to which they will transfer.

### Personal development, behaviour and welfare are good

The childminder has a firm but fair approach to behaviour management and helps children understand her expectations successfully. She helps children learn about sensible safety procedures, such as managing the stairs to her flat. The childminder supports children's understanding of healthy lifestyles effectively by, for instance, providing a healthy diet and regular opportunities for exercise. The childminder supports children's understanding of people from different backgrounds well. For example, she routinely takes children to a cafe in the local multicultural community, where they meet a variety of people.

### Outcomes for children are good

Children are working comfortably within the typical range of development for their ages. They enjoy exploring the play environment and make choices about what they want to do. Children have favourite songs and nursery rhymes, and join in with some words and actions. They develop a range of vocabulary and they listen carefully. Children become familiar with numbers and can recite some numbers in sequence. They make good progress, in preparation for their next stages of learning and for later school life.

## Setting details

<b>Unique reference number</b>	134132
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1054679
<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>	3
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 April 2015
<b>Telephone number</b>	

The childminder registered in 1995. She lives in a second-floor maisonette in the Cowley area of Oxford. The childminder offers full-time care on weekdays, all year round, including out-of-school care.

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

