

Childminder Report

Inspection date	18 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 works well with her co-childminder to provide good-quality childcare. She is a reflective practitioner who regularly evaluates the service she provides and effectively makes further improvements to maintain good standards.
- The childminder and her co-childminder provide an interesting and stimulating learning environment, indoors and outdoors, which encourages children's natural curiosity to learn.
- The childminder is skilled at guiding children's learning as they play. She makes thoughtful comments and carefully demonstrates new ways of doing things. Children make good progress in their learning and development.
- Children build warm bonds with the childminder. She sensitively develops children's confidence and positive sense of self-worth.

It is not yet outstanding because:

- The childminder does not regularly exchange information about children's level of development with other early years settings children attend in order to support a more consistent approach to meeting children's learning and development needs.
- The childminder does not fully consider the age and abilities of children when providing resources. For example, younger children cannot always access suitable tools and equipment to make marks and practise their early writing skills.

What the setting needs to do to improve further

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

- develop the partnerships with staff at other settings children also attend to gain a greater insight into children's progress, to plan more consistently for each child's learning
- consider the age and abilities of all children when providing resources to enable all children to take part in activities and build on their learning.

Inspection activities

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

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The childminder has established effective partnerships with parents. She provides regular updates on their children's progress and finds enjoyable ways for them to continue their children's learning at home. The childminder seeks the views of parents and children when planning and implementing further improvements. For example, she has reviewed the daily routines to meet the differing needs of older and younger children's time for rest, sleep and energetic play. The childminder updates her skills, which has a positive impact on the quality of teaching and the quality of the provision as a whole. Safeguarding is effective. The childminder understands her responsibility to safeguard children and knows what steps to take if she is concerned about a child to protect their welfare.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and builds an accurate picture of the progress each child is making. She uses her assessments to teach children new skills and to enhance their learning. For example, she builds on children's ability to recite numbers to help them count objects accurately. The childminder uses children's interests, such as dinosaurs, to choose books to help develop children's enjoyment of reading. For example, they concentrate and listen to the childminder when she reads a story about a Tyrannosaurus rex.

Personal development, behaviour and welfare are good

The childminder helps children develop an interest in living a healthy lifestyle. For example, she helps children to tend the vegetables they have planted and encourages them to eat their produce as a healthy snack. The childminder provides time for children to be active and to develop physical skills when they play and learn outdoors. She is a good role model and helps children to understand what is expected and to respect others. The childminder carefully plans trips and outings to develop children's learning. For example, they enjoy trips to a local cafe where they meet people from the wider community.

Outcomes for children are good

Children enjoy their time with the childminder. They are confident and motivated to learn. Children learn to make choices and follow their interests in their play. Children are independent and learn to look after their belongings. They develop a good range of skills that prepare them for future learning and the move to school. For example, children learn to count, listen, ask and answer questions, and recognise their written name. Children are patient and considerate. They behave well and are welcoming and polite to visitors.

Setting details

Unique reference number	EY481994
Local authority	Oxfordshire
Inspection number	991942
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She provides care with her co-childminder from their homes in Carterton, Oxfordshire. They provide care all day on Monday to Friday, during term time only.

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