

# Childminder Report

<b>Inspection date</b>	8 September 2016
Previous inspection date	13 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 supplements her interesting range of toys and resources to extend children's learning in the local community. For example, they have opportunities for bus rides, visits to farms, parks, and sensory gardens.
- The childminder skilfully captures children's imagination and keeps them engaged and motivated to learn. Children acquire and practise the key skills they need at school. All children make good progress relative to their starting points.
- The childminder builds on children's emotional well-being successfully. Children enjoy spending time with the childminder. They are confident, happy and relaxed in her home. She is sensitive to children's changing needs throughout the day, such as giving extra cuddles when needed.
- The childminder has established positive relationships with parents. She seeks their views on her provision and exchanges regular information on children's care and learning. She uses this information to improve her provision and strengthen outcomes for children.

### It is not yet outstanding because:

- The childminder does not use her observations and assessments of children to plan precisely to help them make rapid progress towards their next steps in learning.
- Sometimes the childminder does not encourage children to explore and investigate their own ideas to find out more and extend their learning.

## What the setting needs to do to improve further

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

- make even better use of the information gathered from observations, to meticulously plan highly challenging activities for every child
- create more opportunities for children to explore and investigate the range of toys and resources to help extend their learning.

### Inspection activities

- The inspector observed the childminder as she interacted with children during activities.
- The inspector looked at a range of documentation, including records of children's learning and some policies. The inspector explored the childminder's self-evaluation process.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector checked the qualifications and training of the childminder, along with evidence of suitability checks.
- The inspector considered the views of parents.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the procedures to follow if she has any concerns for children's welfare. She regularly reviews her policies and procedures, and updates them to include any changes to requirements to guide her good practice. The childminder updates her skills and knowledge through a range of activities, such as discussions with her local authority adviser and her own research. For example, she has improved the range of resources to build on children's imaginative play. The childminder accurately monitors the range of her provision and reflects on her practice. For example, she has improved the storage of her equipment to encourage children's independence.

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

The childminder plans activities that engage children's imagination and enthusiasm. She helps children make links in their learning in many ways. For example, children interested in trains enjoyed a train ride; they bought tickets and practised counting. The childminder introduced children to new words, such as 'barrier' and 'engine'. She builds on children's communication and language skills effectively as they play, particularly for younger children who are learning to talk. They copy words she teaches them and enjoy her enthusiastic praise for their efforts, proudly repeating newly acquired words. The childminder plans good playful opportunities that help children to develop literacy and mathematical skills. She encourages children to recognise and match colours, shapes, numbers and letters.

### Personal development, behaviour and welfare are good

The childminder is a good role model and helps children learn how to treat each other with respect. Children are confident and behave well. The childminder helps children learn to value people's similarities and differences in many ways. For example, they enjoy outings in the community and learn about different cultural celebrations. The childminder provides children with good opportunities to be physically active and helps them learn about managing risks. Children learn about the benefits of a healthy lifestyle as they play.

### Outcomes for children are good

Children develop the key skills they need for the next stage in their life, including school. Pre-school aged children learn to read and write their names and numbers. They count and can recognise simple shapes. Children gain appropriate personal hygiene skills. They have good levels of concentration in their learning. For example, toddlers enjoyed watching wheels turn round as they pushed a selection of wheeled toys. They then stirred spoons in pots and learnt the word 'round'.

## Setting details

<b>Unique reference number</b>	EY435086
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1059053
<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 - 7
<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>	13 December 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Banbury, Oxfordshire. The childminder offers care daily throughout the year, between the hours of 6.30am and 6pm, excluding family holidays.

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