

# Childminder Report

**Inspection date**

15 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- Children make choices about their play. They enjoy exploring the welcoming and interesting learning environment.
- The childminder uses good-quality discussions to explain how things work and to demonstrate new skills to help children increase their understanding of the world.
- The childminder assesses children's development effectively to identify their capabilities and any gaps in learning. She works closely with parents, carers and other professionals to help children make good progress.
- Children learn about the importance of safety procedures and good behaviour. They receive good support and close supervision from the childminder to help keep them safe.
- The childminder evaluates her practice accurately. She identifies and addresses ways to improve practice and outcomes for children.
- The childminder follows robust safeguarding procedures and she keeps up to date with relevant guidance and legislation.

**It is not yet outstanding because:**

- Children who are reluctant communicators are beginning to catch up with their peers but progress is not yet rapid and substantial.
- The childminder does not always fully challenge children's physical skills on a daily basis to encourage higher levels of energetic play.

## What the setting needs to do to improve further

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

- extend opportunities for those children who are more reluctant to communicate to use words and familiar expressions to further encourage their language development
- increase opportunities for children to be physically active and energetic to further support their well-being and overall development.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder about her practice at appropriate points throughout the inspection.
- The inspector took account of the views of parents and carers through written comments.
- The inspector sampled a range of documentation, including children's assessment records, the childminder's self-evaluation form and evidence of her qualifications and training.

### Inspector

Gill Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibilities to keep children safe and to support their learning and development. She focuses well on her professional development, for example, by gaining qualifications and attending additional training. The childminder uses her training experiences effectively to improve outcomes for children. Since registration, she has developed the learning environment to increase children's motivation and interest in activities. Safeguarding is effective. The childminder has a good understanding of how to minimise risks to children and how to respond in the event of concerns about a child.

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

The childminder uses what she knows about each child's learning to plan a wide range of stimulating activities that builds on their interests. She takes careful account of children's individual needs, for example, teaching some sign language to support communication skills. The childminder engages parents well in their children's learning. For example, she regularly meets with them to talk about their children's progress and how they can support this at home. The childminder makes learning enjoyable and helps children develop skills for their future lives. For example, she teaches children how to bake bread, creating interest with additional ingredients.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She helps children to manage their feelings and behaviour in a calm and positive way. The childminder plans a good variety of experiences for children to learn about and respect each other's differences and cultures. She supports children to become independent and confident, such as praising them for helping with small tasks. The childminder helps children to learn about good hygiene and healthy eating to support their well-being. She encourages some physical activity, for example, blowing bubbles and exploring a water tray in the garden. The childminder teaches children to stay safe, such as crossing roads with care.

### Outcomes for children are good

Overall, all children develop the skills they need for their next stages of learning and for their future school lives. They learn to share, take turns and make friendships. Children respond well to instructions and suggestions, showing an understanding of language. They explore readily showing a keen interest in the world around them, using objects and materials with control. For example, they learn to sprinkle seeds and cut herbs with scissors. Children develop skills for independence so that they begin to take control of their personal needs, such as when eating and using the toilet.

## Setting details

<b>Unique reference number</b>	EY485176
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1001253
<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>	0 - 2
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in the Cowley area of Oxford. The childminder offers part-time care from Monday to Thursday, all year round. She receives funding for the provision of free early education for children aged two years. She holds a recognised early years qualification at level 3.

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