

Childminder Report

Inspection date	3 October 2016
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 develop good relationships with the childminder who helps them to settle quickly and to feel secure in her company. The childminder is a positive role model. She uses a caring and kind approach to nurture children's personal development effectively.
- The childminder tends to children's welfare needs successfully, ensuring that they remain comfortable throughout their time with her.
- Since the last inspection, the childminder has improved the quality of her teaching and her procedures for assessing children's development. She uses high-quality interactions and she plans interesting play experiences to help children make good progress.
- The childminder has a good understanding of safeguarding procedures. She supervises children closely and teaches them about safety effectively to reduce the risk of accidents.

It is not yet outstanding because:

- The childminder sometimes does not make the best use of the outdoor learning environment to build on children's interests and preferences.
- The childminder sometimes misses opportunities to share further information with other settings that children attend to achieve the highest levels of continuity in their care and learning.

What the setting needs to do to improve further

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

- extend play opportunities for children who enjoy learning about the outdoor environment to provide a broader range of activities and experiences to develop their interests
- extend partnerships with other settings that children attend to provide more opportunities for information sharing to develop continuity between settings.

Inspection activities

- The inspector observed activities indoors.
- 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 sampled documentation, including children's assessments, the childminder's training certificates and self-evaluation form, and written comments from parents.

Inspector
Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

The childminder takes positive steps to reflect on her practice and to make ongoing improvements. For example, she refers to publications to develop a good understanding of how to support children's communication and language skills. Safeguarding is effective. For example, the childminder attends regular training to keep up to date such as to identify any children who may be at risk of harm from extreme behaviours and views. She has a good understanding of identifying and responding to concerns about children's welfare. The childminder develops successful partnerships with parents and carers. For example, she is available to talk at length with parents on a daily basis to exchange information about their children's care and learning.

Quality of teaching, learning and assessment is good

The childminder relishes the time she spends playing with children and supporting their learning. Her enthusiasm encourages children to be curious and inquisitive. For example, she gives children lots of attention as they explore an interesting selection of objects relating to autumn. The childminder encourages children to think carefully about sounds, colours and textures to support their understanding of the world effectively. She incorporates mathematical language and ideas successfully into children's play to help them make links in their learning. The childminder knows children well. She is aware of the areas where they need further support or challenge, incorporating these effectively overall into planned activities.

Personal development, behaviour and welfare are good

The childminder supports children's understanding of behavioural expectations well. For example, she encourages children to share and to be kind to each other. The childminder provides a range of experiences to help children learn about and respect people who are different from themselves. She supports children to develop their skills for independence and to manage their own personal needs. For example, she encourages children to take off their shoes, showing them how to undo the fastenings. The childminder ensures that drinks are easily accessible and that children can eat, sleep and have nappies changed according to their individual needs and routines.

Outcomes for children are good

Babies develop a strong sense of attachment with the childminder. They enjoy cuddles and attention to help them feel secure. Babies show a strong impulse to explore, which encourages them to crawl and to handle different objects. Toddlers develop good language skills, repeating words and phrases readily. They learn to count and identify colours as part of their mathematical and creative development. Overall, children acquire the skills they need in preparation for their next stages of learning and for school.

Setting details

Unique reference number	EY439280
Local authority	Oxfordshire
Inspection number	1057889
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	3
Number of children on roll	7
Name of registered person	
Date of previous inspection	21 April 2016
Telephone number	

The childminder registered in 2011. She lives in Thame, Oxfordshire. The childminder offers care on Mondays, Wednesdays, Thursdays and Fridays throughout the year, mostly for children under compulsory school age. She holds a recognised early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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