

# Childminder Report

## Inspection date

7 October 2016

Previous inspection date

18 May 2016

<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 feel secure and settled with the childminder and her assistants. Children develop positive relationships and good social skills.
- The childminder assesses children's development effectively and plans activities carefully to meet their individual needs. Children make good progress in preparation for their next steps in learning and for school.
- The childminder and her assistants use good-quality teaching skills to engage children well in their play. They help children develop new skills and language successfully.
- The childminder and her assistants have a good understanding of safeguarding procedures to help keep children safe.
- The childminder evaluates her practice well. She reflects on her strengths and identifies areas for further development, which help to improve outcomes for children continually.

### It is not yet outstanding because:

- Children are not able to easily access a wider range of resources to make more choices about how to extend their creative play.
- Children sometimes do not have the best opportunities to develop their independence skills during hygiene routines. For example, they are not able to access the hand basin easily and rely on the childminder to lift them up, which reduces opportunities for them to do things for themselves.

## 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 make further choices about how they extend their play
- extend opportunities for children to develop skills for independence to support good hygiene practices.

### 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 and one of her assistants about their practice at appropriate points during the inspection.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and evidence of training.

### Inspector

Gillian Little

## Inspection findings

### **Effectiveness of the leadership and management is good**

The childminder has made positive improvements to her practice since the last inspection. For example, she has worked closely with the local authority to assess children's development and plan effectively to help them make good progress. The childminder monitors the work of her assistants well. For example, she meets with them regularly to reflect on their practice and provides good opportunities for further training. Safeguarding is effective. The childminder and her assistants are vigilant in recognising possible concerns about children's welfare and know how to respond effectively to keep them safe.

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

The childminder and her assistants support children's learning effectively. They reinforce and extend children's language, make suggestions and demonstrate how things work. For example, they teach children how to roll modelling dough into a ball and how to use scissors carefully. The childminder works closely with parents to encourage their involvement in children's learning. For example, her secure social media page successfully engages parents to share feedback on their children's experiences at home and in the setting. The childminder works well in partnership with other settings that children attend to ensure continuity in their care and learning.

### **Personal development, behaviour and welfare are good**

The childminder and her assistants help children to develop good behaviour. For example, they teach them how to share and take turns. They help children learn about people who are different from themselves to broaden their social skills. The childminder provides good opportunities for children to learn about healthy lifestyles. For example, she helps children to plant blueberries and garlic to encourage a positive approach to healthy eating. The childminder enables children to stay comfortable during their time with her, ensuring that they can sleep and eat in accordance with their individual routines.

### **Outcomes for children are good**

Toddlers develop good levels of concentration and a positive approach to learning. They find out about numbers and shapes as part of their play. Toddlers are curious to learn about the world around them. For example, they thoroughly enjoy digging in compost and feeding the pet rabbit. Toddlers develop good early literacy skills such as listening to stories with interest. Older children have routine opportunities to practise early writing skills in preparation for school. All children learn to be respectful towards other people, for example, those from different cultural backgrounds and those with disability.

## Setting details

<b>Unique reference number</b>	EY447497
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1057912
<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 - 8
<b>Total number of places</b>	7
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 May 2016
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Shrivenham, Wiltshire. The childminder works with two assistants, one of whom holds a relevant qualification. The childminder offers full-time care throughout the year including out-of-school, weekend and overnight 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

