

# Childminder Report

<b>Inspection date</b>	14 October 2016
Previous inspection date	11 November 2013

<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 uses her new assessment system effectively to plan for children's next steps in their learning. All children make good progress relative to their capabilities.
- The childminder works well with parents to support their children's learning at home, particularly those who speak English as an additional language. For example, she provides parents with copies of rhymes they sing to help them learn new words.
- The childminder is responsive to children's physical and emotional needs as they play. For example, she fills the water tray with warm water in colder months.
- The childminder carries out self-evaluation in many ways, such as in her reflective journal, to make continuous improvements that benefit children. For example, she has improved her environment, ensuring children experience a wide variety of well-organised toys and resources that they find very stimulating.

### It is not yet outstanding because:

- The childminder has not fully developed her good teaching strategies to consistently challenge children at different stages of development engaged in the same activity.
- The childminder does not always encourage parents to fully share information about their children's development from the start, so that she can plan for their learning.

## What the setting needs to do to improve further

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

- further develop good teaching methods to provide the highest levels of challenge for all children during activities
- improve consistency around the detailed information sought from parents at the start of the placement to complete a more accurate on-entry assessment and even sharper initial planning.

### Inspection activities

- The inspector observed activities as the childminder interacted with children.
- 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 spoke with the childminder and children at appropriate times and observed the quality of teaching. The inspector and the childminder jointly considered the impact this had on children's learning.
- The inspector checked the qualifications and training of the childminder, along with evidence of suitability.
- The inspector considered the views of parents.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities to protect children and has policies and procedures in place to ensure their safety. This includes protecting children from extreme views of right and wrong. The childminder uses her assessments to check and address any gaps in children learning and development. She shares this information with parents, alongside information about the activities and care their children receive and provides advice. The childminder makes effective use of training and support from other professionals to develop her knowledge. This has had a positive impact on children's learning. For example, she has recently made changes to the system for monitoring children's achievements to further support her in ensuring children continue to make good progress.

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

Children benefit from the childminder's natural and enthusiastic manner with them. She skilfully develops children's learning during conversations and activities. The childminder nurtures children's creativity particularly well. For example, she resourcefully takes on roles to help sustain children's spontaneous imaginative play. The childminder supports children's language development in many ways. For example, she talks to the children during their play, and introduces and repeats new words for younger children. Children benefit from time each day to share stories and sing. The childminder provides many exciting activities that help children gain early literacy and mathematical skills. For example, children draw using chalks on the ground, they hunt for letters, throw at numbered targets and count fruit at snack time.

### Personal development, behaviour and welfare are good

Children demonstrate they feel safe and secure in her care. They behave well and have a good relationship with the childminder. They enjoy cuddles, enthusiastic praise and reassurance from her, in response to their needs. The childminder is a good role model and helps children share and take turns. Children are learning how to look after themselves and have a healthy lifestyle. They benefit from regular outdoor activities such as walks or playing in the childminder's very well-resourced garden. They gain a good understanding of their world, including the local community, in many ways. For example, the childminder takes children to play groups, local markets and farm parks.

### Outcomes for children are good

Children learn about good hygiene practices such as washing their hands before eating. Children concentrate and persevere well. They are curious and eager to explore the resources and activities on offer. Children are making good progress and are well prepared for their next stages in learning and for school.

## Setting details

<b>Unique reference number</b>	EY461188
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1063456
<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 - 3
<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>	11 November 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Shilton Park, in Carterton, Oxfordshire. The childminder works on Monday, Tuesday, Thursday and Friday 7.15am to 6pm. On Wednesday she works from 7.15am to 9am and from 3pm to 6pm. The childminder provides occasional overnight care. She holds a recognised early years qualification at level 3.

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