

# Childminder Report

**Inspection date**

15 November 2016

Previous inspection date

11 January 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 knows children well and helps them to make good progress during their time with her.
- Children and parents have positive relationships with the childminder and benefit significantly from her welcoming and friendly approach.
- Children settle quickly, behave well and develop good skills for independence. They make good progress in their personal development in preparation for school.
- The childminder supports children's mathematical development and language skills effectively to help them make connections in their learning.
- The childminder has a good understanding of safeguarding procedures and supervises children well, to help keep them safe.
- The childminder evaluates her practice successfully to identify areas for further development to continue to improve her service.

### It is not yet outstanding because:

- Sometimes, the childminder does not fully extend children's creativity and awareness of the world through a wide enough range of easily accessible media and materials.
- The childminder does not use every opportunity to build on babies' strong impulse to explore.

## 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 children to explore a wider range of media and materials to develop further their understanding of the world and their creativity
- extend opportunities to build on babies' strong impulse to explore, to develop and challenge their learning further.

### 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 aspects of her practice at appropriate points throughout the inspection.
- The inspector talked to parents and children who were present at the inspection.
- The inspector looked at children's assessment records and the childminder's training records.

**Inspector**  
Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors the impact of her practice on children's development effectively, to help them prepare for their next stages in learning. For example, she reflects routinely on children's individual preferences and assesses their progress carefully to plan good-quality play experiences. Since the last inspection, she has taken steps to improve her knowledge and understanding of good practice further. For example, she has attended a range of training to extend her ability to support children's safety and welfare. Safeguarding is effective. The childminder is knowledgeable about recognising and responding to concerns regarding children's well-being.

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

The childminder uses good-quality teaching, particularly with older children, to help them develop important skills. For example, she supports them to work out for themselves how to open packaging and to fit together a racing track. The childminder helps children to develop good mathematical skills, for example, in relation to time, measurement and numbers. She uses good-quality discussions with all children, including babies, to help them progress well in their understanding and use of language. The childminder works closely with parents to keep them well informed of their children's development and to guide learning at home. She prepares helpful information about children's progress as they move up to school to encourage continuity between settings.

### Personal development, behaviour and welfare are good

The childminder helps all children to feel confident and to have high levels of self-esteem. For example, she uses lots of praise and encouragement to help children do things for themselves. She is a positive role model and supports children effectively to understand behavioural expectations. The childminder helps children to learn about and respect people who are different from themselves, for example, through sensitive discussions. She tends well to babies' care needs, ensuring that they can sleep and have nappy changes in accordance with their individual routines.

### Outcomes for children are good

Children develop a good range of skills in preparation for school. They concentrate well, follow instructions and express their ideas and thoughts confidently. Children can work out mathematical problems, for example how many more pieces they need to complete a train track. They talk about creative activities they enjoy, for example making pictures of hedgehogs using leaves and paint. Children develop early literacy skills routinely, such as learning about sounds and letters, and enjoy daily opportunities to share stories. Babies are confident and make good progress in their physical, social and language development.

## Setting details

<b>Unique reference number</b>	134657
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1061383
<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 - 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 January 2013
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Didcot, Oxfordshire. The childminder receives funding for the provision of free early education for children aged three years. The childminder offers full-time care on weekdays throughout the year.

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

