

Childminder Report

Inspection date

3 February 2017

Previous inspection date

28 September 2015

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

- The childminder has a good understanding of how to develop children's early language and communication skills. She uses every opportunity to speak and listen to the children. Children make good progress in their learning, from their starting points.
- The childminder teaches children how to keep themselves safe. For example, she makes good use of walks to other settings to remind children about road safety. Children automatically hold hands and wait to look and listen for cars before crossing the road.
- The childminder is consistent in her approach to behaviour management. She teaches children to share and play well together. Children behave very well.
- Children show a keen interest in the resources the childminder provides. For example they access pens to draw pictures and practise their early writing skills.
- Since her last inspection, the childminder has improved her practice to meet all requirements successfully. For example, she ensures that the hours that children attend are documented correctly to meet children's safety needs effectively.

It is not yet outstanding because:

- The childminder does not make the most of everyday routines and activities to fully support and extend children's mathematical development.
- The childminder does not have highly effective partnerships with the other settings children attend, to create a shared approach to children's learning.

What the setting needs to do to improve further

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

- increase the range of opportunities to develop children's understanding of mathematical ideas and concepts
- extend partnerships with other settings children also attend, and share more detailed information to support their learning and development.

Inspection activities

- The inspector toured the premises.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and activities.
- The inspector sought the views from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding matters and supervises the children closely. She knows what to do if she has any concerns about a child's welfare. She carries out effective daily risk assessments, including for going on walks around the community, to help keep children safe in her care. The childminder monitors children's learning and the effectiveness of her teaching quite successfully. She identifies areas for future development well overall and invites parents to share their views and suggestions on her provision regularly.

Quality of teaching, learning and assessment is good

The childminder is welcoming and friendly. She works closely with parents to assess children's starting points to help her to plan effectively to build on children's interests. The childminder carries out observations and uses these to identify next steps for children's learning. She engages children in conversations and helps them to develop their vocabulary. For example, she repeats words several times and asks children to try and say new words. The childminder provides plenty of opportunities for children to use technology in their imaginative play. For example, children pretend to talk to their parents on toy phones and learn which buttons to press.

Personal development, behaviour and welfare are good

The childminder helps to develop children's physical skills well. For example, she takes children on daily walks around the local community and to parks, as children cannot currently use the garden. The childminder provides a well-balanced lunch and snacks for the children. Children wash their hands before eating and follow good hygiene procedures. The childminder encourages children to be kind and take turns. She offers a variety of resources that help children begin to learn about similarities and differences in people in the community. The childminder offers good information to other settings children attend to provide continuity of care. However, less information is shared about children's learning needs.

Outcomes for children are good

Children develop the skills they need for the next stages in their learning and are gaining the skills they need to be ready for school. Older children tend to their own care needs, such as toileting independently. All children make good developmental progress in relation to their starting points. While listening to stories, children show good concentration skills. They eagerly join in saying 'yay, I love this book' and take turns to point out characters in the pictures. Older children suggest different endings to the story and the childminder gives them plenty of time to share these ideas.

Setting details

Unique reference number	EY346781
Local authority	Oxfordshire
Inspection number	1057739
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	28 September 2015
Telephone number	

The childminder registered in 2007. She lives in Bampton, Oxfordshire and operates her service from Monday to Friday, all year round.

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