

Childminder Report

Inspection date

27 February 2017

Previous inspection date

20 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a welcoming, homely environment where children are happy and have fun learning. Children have access to a good variety of resources that are appropriate for their age and stage of development.
- Children make good progress from their starting points. The childminder uses her clear and evaluative observations of children to make regular, precise assessments, and uses these to plan for their future learning.
- The childminder has consistently good teaching skills. For instance, she knows when to stay back and give children time to concentrate to work things out and when to offer support.
- Children of all ages develop secure bonds with the childminder. She is caring, kind and responsive to their individual needs.
- The childminder reflects positively on her practice and accurately identifies her strengths and areas to improve, to support and maintain good outcomes for children.

It is not yet outstanding because:

- The childminder does not encourage all parents to share what their children are learning at home, to help build on children's home experiences and extend their learning.
- The childminder does not provide a wide variety of experiences to help children to learn more about different cultural traditions.

What the setting needs to do to improve further

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

- encourage all parents to contribute information about what their children are learning at home, to support a more consistent approach to extending children's learning and development
- support children to explore and learn more about the similarities and differences between people in the wider world.

Inspection activities

- The inspector observed activities in the main play areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's learning journals and records, the childminder's self-evaluation document and policies.
- The inspector took account of the views of parents.
- The inspector evaluated the effectiveness of an activity with the childminder.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her service and updates her skills well. For example, she has used information gained at a childminding forum to review and improve how she monitors each child's progress. She uses this information successfully to plan activities that interest children and help them develop the next steps in their learning. Safeguarding is effective. The childminder understands her responsibility to keep children safe and is confident in the procedures to follow should she have any concerns about a child's welfare. The childminder completes rigorous risk assessments to minimise any potential hazards to children's safety.

Quality of teaching, learning and assessment is good

The childminder works successfully with the other settings children attend to meet their developmental needs consistently. She introduces children to mathematics well. For example, she counts different items with children as they build towers and introduces mathematical language into their play as they discuss size. The childminder supports children to develop their communication and language skills effectively. For example, she repeats new words and engages children in songs and rhymes to help them learn new vocabulary. The childminder supports children's developing literacy well. Older children practise their early writing skills and all children enjoy using books.

Personal development, behaviour and welfare are good

The childminder helps children to develop good social skills and they learn to mix with other children. For example, children regularly attend group activities in the community and visit the local library. Children develop a good understanding of healthy lifestyles. For example, the childminder helps them learn about the importance of good personal hygiene and healthy eating. The childminder helps children to learn how to be kind and behave well. She reminds children to share and provides consistent praise for their efforts and achievements.

Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. They are interested in learning and join in activities with enthusiasm. Children develop good independence and manage tasks for themselves. For example, they learn how to change their shoes and clothing and how to peel their own fruit at meals. Children talk confidently and develop good social skills, such as making friends at the setting. Children listen well, are curious and imaginative. For instance, children confidently use and explore programmable toys, pressing the buttons to see what happens.

Setting details

Unique reference number	EY468594
Local authority	Oxfordshire
Inspection number	1069752
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	20 May 2014
Telephone number	

The childminder registered in 2013 and lives in Witney, in Oxfordshire. The childminder offers care from Monday to Thursday each week, all year around, including out-of-school care.

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