

Childminder Report

Inspection date

6 March 2017

Previous inspection date

9 June 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 uses observations of children's play to identify their next steps in learning well. She uses children's interests to plan a range of stimulating activities. All children make good progress in their learning.
- The childminder provides a safe, welcoming environment where she cares for children sensitively to help them to feel secure. Children build warm and trusting relationships.
- The childminder uses her positive partnerships with parents to support children's learning at home and in her setting. For example, parents contribute to the childminder's assessments. Parents receive regular updates about their children's progress, alongside many ideas on how to support learning at home.
- The childminder uses the views of all involved to evaluate her work. She is knowledgeable and well informed, enabling her to offer good quality care and learning opportunities.

It is not yet outstanding because:

- Occasionally, the childminder misses some opportunities to extend and develop children's early counting skills.
- 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:

- create more opportunities for children to practise their developing counting skills
- 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 area and outside.
- 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, and the written views of the parents.
- The inspector undertook a tour of the premises.
- The inspector evaluated the effectiveness of an activity with the childminder.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the procedures to follow to keep children safe. She knows who to contact if she has any concerns about children's safety or welfare. The childminder ensures her home is safe and secure, and she risk assesses all outings she takes children on. The childminder keeps her knowledge and skills up to date. For example, she has recently attended training to improve her knowledge of children's patterns of repeated behaviour. She uses this information successfully to plan activities that interest children and help them develop the next steps in their learning.

Quality of teaching, learning and assessment is good

The childminder regularly assesses children's learning, starting from when they first join her setting. She checks children's progress from the start to address any gaps in their learning. The childminder provides a range of interesting activities. For example, children explore shells of different sizes in the garden, which helps them to develop their small physical skills and explore different textures. The childminder skilfully encourages children's communication and language skills. For example, she models language as she provides a commentary to children's actions and asks questions to encourage children to think and respond. Children enjoy regular outings with the childminder that help to build on their social skills. For example, they regularly attend a singing session at the local library and an indoor soft-play session, where they will meet other children.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. She successfully supports children's physical well-being in many ways. For example, children's physical skills develop as they use the small wheeled toys to travel around the garden independently. The childminder teaches children to follow good hygiene practices and to keep themselves safe. For example, children tidy toys away so that they have a safe place to play. The childminder has a calm and sensitive approach to managing children's behaviour. She teaches children to share and take turns. Children are happy and settled. The childminder supports their individual needs well. For example, she knows when younger children are getting tired and offers cuddles so they feel comfortable and secure.

Outcomes for children are good

Children are confident and keen to learn. For example, they show good independence in their self-care skills as they wash their hands before they eat and put on their boots before going outside. Younger children are encouraged to learn to feed themselves, closely supervised by the childminder. Children learn about early writing and develop speaking skills that help them prepare well for the next stage in their learning and for starting school.

Setting details

Unique reference number	EY441886
Local authority	Oxfordshire
Inspection number	1069133
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	1
Name of registered person	
Date of previous inspection	9 June 2014
Telephone number	

The childminder registered in 2012 and lives in Witney, Oxfordshire. She offers care from Monday to Friday each week, all year around. The childminder has an early years qualification at level 3.

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