

# Childminder Report

## Inspection date

6 April 2017

Previous inspection date

3 June 2015

<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 develops her professional knowledge and skills to improve outcomes for children. The childminder has ambitions for her provision and seeks out training to help her achieve these.
- The childminder has good systems in place to share information with other settings children attend. They work together well to ensure continuity in children's care and learning.
- Children form close attachments with the childminder. She treats children with warmth and respect. As a result, they are happy and well settled in her care.
- The childminder is skilled in developing young children's communication and language. For example, she questions children skilfully, listens to them while playing and gives them clear explanations to improve their emerging language.
- Children, including those who speak English as an additional language, make good progress.

### It is not yet outstanding because:

- The childminder has not yet fully developed her partnerships with parents to help support greater continuity in their children's care and learning.
- Children do not have a wide variety of opportunities to learn about people's similarities and differences to increase their awareness of the world around them.

## What the setting needs to do to improve further

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

- explore additional ways to engage parents more in their children's development to encourage a more consistent approach to children's learning between home and the childminding setting
- improve opportunities for children to learn about other people's similarities and differences to increase their awareness of the world around them.

### Inspection activities

- The inspector observed activities in the main play area.
- The inspector undertook a tour of the premises.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documentation, including self-evaluation documentation, children's development records, policies and procedures.
- The inspector took into account the written views of parents.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues, including up-to-date guidance and the local procedures to follow if she has concerns about a child's welfare. The childminder reflects on her practice well. She includes the views of parents and makes improvements to her practice. For example, she identified the need to improve her observations of children's starting points and undertook training to enhance this area of her practice. She meets regularly with other practitioners to share good practice. This has helped her to improve support for children's learning further. The childminder supervises children well and completes safety assessments to reduce all hazards in her setting and on outings.

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

The childminder knows the children well. She has a clear understanding of children's stages of development. She liaises with parents when a child first starts in her care, to find out what they know and can do. The childminder makes accurate observations and precise assessments of children's progress, which helps her to monitor and address any gaps in their learning promptly. Through daily discussions, the childminder keeps parents informed about what children have done while in her care. The childminder plans enjoyable learning experiences and interacts well to support children's learning. For example, when children show an interest in different animals displayed on their self-registration cards, the childminder encourages them to name the animals and understand that pictures and print carry meaning.

### Personal development, behaviour and welfare are good

Children quickly form secure and trusting relationships with the caring and attentive childminder. They are confident to explore and investigate as they play and learn. The childminder supports children's growing independence well. For example, children tidy away activities before lunch, and older children take themselves to the toilet without being prompted. The childminder provides a safe, clean and secure environment for children. She helps children learn how to keep themselves safe and healthy, for example, by encouraging them to eat their sandwiches first, before eating their fresh fruit.

### Outcomes for children are good

All children develop good skills that prepare them well for the next stage in their learning, including school. Children are very independent and prefer to try and work things out themselves before asking for help. For example, a young child preferred to carefully use her fork to eat pasta and her spoon to eat yoghurt at lunchtime, rather than accept the assistance offered by the childminder. Children behave well. They gain an awareness of how to keep themselves safe, for example, as they learn how to cross roads safely.

## Setting details

<b>Unique reference number</b>	134690
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089501
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	

The childminder was registered in 1999. She lives in Southwold, in Bicester, Oxfordshire. The childminder offers care Monday to Friday each week, all year around.

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 2017

