

# Childminder Report

**Inspection date**

27 April 2017

Previous inspection date

5 May 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 keeps children safe and makes them feel very welcome in her home. Children show that they enjoy her company and are well settled.
- The childminder plans an interesting range of play-based experiences for all children. She uses her good teaching skills effectively to ensure all children can take part and build on their existing abilities. Children make good progress.
- The childminder helps children to develop their speaking and listening skills well. This includes children who are making less than expected progress. She helps these children to catch up and children grow in confidence to try out new words.
- The childminder works well with parents. She keeps them well informed about their child's progress to enable them to continue their learning at home and helps them seek the support of other professionals if needed.
- The childminder is a good role model. Children respond to her encouraging manner. She shows them how to be considerate and polite, and builds their sense of self-worth.

### It is not yet outstanding because:

- The childminder has not maximised opportunities to update skills to further build on her existing good-quality teaching.
- The childminder does not provide a wide range of opportunities for children to learn about different cultures and ways of living, to broaden their understanding of diversity.

## What the setting needs to do to improve further

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

- build on the programme of professional development to sharpen the quality of teaching still further
- develop further the opportunities for children to learn about the similarities and differences between themselves and others in the wider world.

### Inspection activities

- The inspector observed the childminder and children in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of parents' and children's views.
- The inspector discussed the childminder's understanding of child protection and first-aid requirements.
- The inspector sampled documentation, including children's records and the childminder's policies.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities and knows what to do if she has concerns about a child's welfare to help protect them from harm. She takes robust measures to keep children safe and well supervised at all times. She reviews her practice and makes ongoing improvements to what she does. For example, she introduced further learning experiences for those children who prefer to learn outdoors. The childminder works well with parents to find out about skills that children have when they start. She uses this information effectively to monitor their continuing progress and identify where children may need extra help to catch up with their peers.

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

The childminder uses her assessments of each child to provide activities and experiences that will capture their interest and help them build on their existing skills. Children show that they are keen and inquisitive learners. The childminder helps children develop their physical skills. For example, when outdoors children enjoy climbing and using wheeled toys and indoors they use tweezers and scoops to pick up different small resources. The childminder encourages all children to build well on their current communication skills. For example, children beginning to build their vocabulary grow in confidence to repeat back familiar words and children with more developed skills ask questions and share their observations about illustrations in books.

### Personal development, behaviour and welfare are good

The childminder meets children's physical needs well. She ensures they enjoy healthy snacks and meals, and have daily opportunities for energetic play and a quiet space to rest and sleep. She meets their emotional needs equally well. For example, she offers praise and encouragement to children as they go about their day, and cuddles and reassurance to children who are a little unsettled or need some time to rest quietly. She offers consistent guidance about acceptable behaviour. Children behave well and learn to share and take turns.

### Outcomes for children are good

Children develop a good set of skills in preparation for their future learning, including the move to school when the time comes. They develop their independence. For example, they can help prepare snacks and find their coats and shoes. They learn important speaking and listening skills, and listen to and join in with stories. Older children are willing to ask questions and follow their own natural curiosity to learn. They make progress with their mathematical and literacy skills, such as counting and recognising familiar words. All children receive a positive experience of learning and being cared for away from home.

## Setting details

<b>Unique reference number</b>	134998
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089507
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 May 2015
<b>Telephone number</b>	

The childminder registered in 2000 and lives in Banbury, in Oxfordshire. She offers care all day on Monday to Friday, throughout the year. She receives funding to provide free early education to children aged two, three and four years.

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