

Childminder Report

Inspection date

8 May 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 forms close bonds with the children and follows their interests well. For example, she interacts well when children engage in imaginative play.
- The childminder supports children's developing self-esteem effectively. She cuddles and offers them lots of praise, helping them to settle in well.
- The childminder provides a stimulating, well-resourced environment indoors and out. Children make plenty of choices about what they would like to do and remain engaged in play and activities of interest.
- Children make good progress in their development and are well supported to achieve their next steps in learning.
- The childminder effectively keeps up to date with changes in legislation and local procedures to help to keep children safe and secure.
- The childminder makes good use of her relationships with other professionals, such as local childminders, to help her to share practice and build on learning experiences for the children.

It is not yet outstanding because:

- The childminder has not extended her partnerships with parents as far as possible, in order to promote a highly consistent approach to children's learning and development.
- The childminder does not make the best use of initial assessments of children's development to plan for their immediate learning needs.

What the setting needs to do to improve further

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

- extend ways to fully engage parents in their children's learning to encourage even more consistency in children's development between home and the setting
- strengthen the use of initial assessments in order to swiftly promote children's learning and development.

Inspection activities

- The inspector toured the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and completed a joint observation with the childminder.
- The inspector sought the views of parents through written feedback provided.
- The inspector reviewed a range of relevant documentation and information relating to safeguarding, policies and procedures, and children's learning and development.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of what to do and who to contact if she has a concern about a child's welfare. She carries out regular checks of the premises to help her to identify any hazards and she minimises any risks effectively. She supervises the children closely and offers support when needed, for example, when children become more mobile and challenge themselves to climb up apparatus. She successfully teaches children about how to keep themselves safe. For example, children know the risks of crossing a road and how to manage them. The childminder's self-evaluation is effective. She seeks advice from everyone involved in children's care to help her identify her key strengths and areas for future improvements.

Quality of teaching, learning and assessment is good

The childminder demonstrates good teaching skills and helps all children engage in their play. For example, she models play well, explaining to children and showing them how to use new tools and resources. She uses her observations of children's achievements effectively to identify and plan for their next steps in learning. The childminder interacts well with children to help them make good progress. She encourages their communication and language skills. For example, she uses lots of opportunities to introduce new words and children copy actions as they sing along to their favourite songs. The childminder introduces mathematics effectively into children's chosen play. For example, when playing bowling, the childminder encourages children to count how many pins they have knocked down. When cutting shapes from playdough, children name new shapes, such as a star.

Personal development, behaviour and welfare are good

The childminder sets clear boundaries and praises children regularly for their positive behaviour. She encourages children to take turns and to share with one another. The childminder teaches children to respect each other and to be kind. For example, when a child is upset, the childminder explains to other children what has made them upset. She talks with them about ways to make each other happy. The childminder supports children's independence well. Children help to tidy up their toys before taking part in new activities. The childminder helps children to begin to recognise similarities and differences between themselves and others around them.

Outcomes for children are good

All children make good progress for their age and towards the next stages in their development. They enjoy looking at books and learn how to turn the pages carefully. Children develop their physical skills well. For example, while playing outside, they enjoy climbing on equipment and riding bikes.

Setting details

Unique reference number	EY484145
Local authority	Oxfordshire
Inspection number	998555
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	4
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Bicester. She operates from Monday to Friday, 7.30am to 6pm, all year round. The childminder has a relevant level 3 childcare qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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