

# Childminder Report

**Inspection date**

10 May 2017

Previous inspection date

28 April 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

- Children make good progress in their learning and development. The childminder responds well to the children's interests. For example, children enjoy many sensory activities and opportunities that stimulate, engage and motivate them while they learn.
- The childminder supports the children well. For instance, they are helped to be independent and do many things for themselves before asking for help. They feel safe and cared for in the childminder's home and behaviour is good. They learn to care for each other from an early age.
- The childminder has established good partnerships with parents. For example, she values the exchange of development information so that children benefit from a shared approach to their learning.
- The childminder is reflective of her provision. For example, she looks for ways to improve her setting, including feedback from parents and noting what interests the children have before planning the environment.

### It is not yet outstanding because:

- Although planning for children's next steps in learning is good, the childminder does not fully recognise valuable learning opportunities that arise during play to extend their literacy skills.
- The childminder does not seek precise information about what children already know and can do from the outset to identify accurate starting points in their learning.

## What the setting needs to do to improve further

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

- place a sharper focus on extending the learning opportunities for literacy development during play and when planning for children's next steps
- gather more precise information when children first start so that prior development and achievements can be considered fully when assessing their starting points to inform future planning.

### Inspection activities

- The inspector carried out a joint observation with the childminder, discussed activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at documentation, including the childminder's policies and children's records.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps up to date with safeguarding matters and changes through her own reading. She has a secure knowledge and understanding of what procedures to follow if she has a concern about a child's welfare. She implements policies and procedures and effectively shares these with parents. The childminder ensures that the premises and equipment are safe for children to use and to play safely. Overall, the childminder undertakes relevant training to build on her existing knowledge and skills. Parents' comment enthusiastically on the level of care, quality of the activities and the child-centred environment offered to their children.

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

Children enjoy a wide range of toys and materials that enables them to make independent choices in their play. Overall, the childminder effectively observes and assesses children's progress and plans carefully for their individual needs. She uses her good knowledge of children to support their learning and enthusiasm. For example, children interested in sensory activities delight in pouring, scooping and transferring pasta, spaghetti and rice into various containers in their pretend play. The childminder provides good learning opportunities for mathematical development which capture children's interests and help them to make good progress. For instance, they count and the childminder challenges them to compare shapes and sizes and explore colour to support their understanding further. Children show good imagination and language skills as they bake 'cakes' in the play kitchen for the childminder.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder effectively supports children's confidence. For example, she positively encourages children's personal care routines and provides help while they practise these skills independently. Children enjoy healthy snacks and benefit from good opportunities to be physically active. The childminder makes effective use of opportunities in the wider community to support children to become more confident around others. Children learn to respect others that are different to them. They learn to manage their own behaviour and develop good levels of self-esteem. Older children develop good physical skills.

### Outcomes for children are good

Children make good progress and gain the necessary skills to be ready for school or the next stage of their learning. For example, younger children learn to recite numbers in the correct order and count accurately. They acquire valuable wider knowledge, particularly in their learning as they persevere at chosen activities and show ability to solve problems.

## Setting details

<b>Unique reference number</b>	EY249170
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1091597
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 April 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in the village of Grove, near Wantage, Oxfordshire. She operates all year round, Monday to Friday,. The childminder holds a childcare qualification at level 3.

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