

# Childminder Report

**Inspection date**

17 May 2017

Previous inspection date

6 February 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 has a kind and caring nature. She is attentive to children's needs and children develop close bonds with her. This provides a strong base for their emotional well-being and their learning and development.
- The childminder develops close relationships with parents to encourage their involvement in their children's ongoing learning and development.
- Children are happy and safe while at the childminder's home. They display positive behaviour. For example, they learn to share and are helpful to others.
- Children make good progress in their learning. The childminder understands how children of different ages learn best and plans a variety of activities based on their needs and learning priorities.
- The childminder values keeping her knowledge up to date, for example, through her own reading and relevant training, to enhance outcomes for children.
- The childminder looks for ways to improve her setting, including gathering feedback from parents and noting children's interests.

### It is not yet outstanding because:

- On occasions, the childminder does not consistently support children to understand and use mathematical language.
- 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 recognising the learning opportunities for children to develop their understanding and use of mathematical language, particularly when planning for their next steps
- gather more precise information when children first start so that prior 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 learning 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

Safeguarding is effective. The childminder has a secure understanding of how to safeguard and protect children within her care. She knows the procedures to follow if she has any concerns about a child's safety or welfare. She is aware of how to recognise children who may be at risk, such as from extreme behaviours and views. Overall, partnerships with parents are effective. The childminder shares information regularly with parents about children's progress, and parents speak favourably about her service.

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

Overall, the childminder observes children as they play and effectively monitors their achievements over time. She uses this to plan for their ongoing progress. For example, she asks appropriate questions to strengthen children's speaking and listening skills. She helps children develop their creativity well. For example, children enjoy making frogs and tadpoles with collage materials. The childminder supports children's physical development well. For example, children learn how to tear and scrunch up paper and to use scissors skilfully. Children enjoy talking about nature, for instance, as the childminder teaches them about the life cycles of frogs and butterflies. Children show a positive attitude to learning as they eagerly take part in activities that motivate them. The childminder takes children on regular visits, such as to local community places, to help build on their confidence when they are in larger groups.

### Personal development, behaviour and welfare are good

The childminder provides children with a calm and welcoming environment. She gives clear and consistent guidance to help children know their boundaries, gain good manners and behave well. Children have opportunities to make decisions about their own play. For example, the childminder encourages them to choose the resources and activities of interest to them. Children have many opportunities to develop good health and physical well-being. For example, they eat healthily, learn to wash their hands, and enjoy daily opportunities to be physically active. The learning environment is safe and organised well. For example, the childminder uses good risk assessment systems to minimise potential hazards and teaches children about their personal safety. Children learn about wider society and take part in activities that help them to learn about others.

### Outcomes for children are good

Children enjoy their learning and obtain the skills needed for their next stages in learning and their eventual move to school. For example, children develop good communication skills and are very sociable and independent. They learn to take turns while playing with other children. They extend their vocabulary and express themselves well. Older children are confident, asking questions to make sense of the world around them.

## Setting details

<b>Unique reference number</b>	EY387620
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1093704
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 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>	6 February 2015
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Faringdon, Oxfordshire. The childminder operates from 6am until 6pm, all year round. She receives funding for the provision of free early education for children aged three years. She holds a qualification in supporting teaching and learning in schools at level 3.

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