

Childminder Report

Inspection date

15 June 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 shows a strong capacity for developing the good quality of her provision still further. She has gained additional qualifications and made good use of professional development opportunities to further develop her strong teaching skills.
- The childminder provides a wide range of learning opportunities for all children. She carefully monitors each child's progress and plans how to meet their ongoing needs very well. All children make good progress and some make better than good progress.
- Children show a positive attitude towards learning. Children, including the youngest, make purposeful choices about what to do and the resources to use. These skills help to prepare them well for their future learning.
- Children show that they feel happy, safe and secure with the childminder. They form warm bonds with her and trust her reassurances when they feel a little unsure about a change to their routines.

It is not yet outstanding because:

- The childminder does not find out as much as she could from parents about the skills children already have when they first start, to enable her to plan thoroughly to build on each child's learning right from the start.
- Sometimes, the childminder does not take full account of children's developmental stages when planning activities to develop their early writing skills.

What the setting needs to do to improve further

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

- establish more thoroughly the skills and abilities children already have when they first start, and use this information to quickly plan for each child's learning
- plan further experiences that help older and the most able children gain the skills needed to support their early writing development.

Inspection activities

- The inspector observed the childminder and children in the childminder's home and garden.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of the views of parents and children.
- The inspector spoke with the childminder about her understanding of safeguarding and first aid.
- The inspector looked at some documentation, including the childminder's policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role in safeguarding children and knows whom to contact if she has any concerns about a child's welfare. She consistently reviews what she does and makes ongoing improvements to the quality of her provision. She values the support of other professionals as part of this process. She builds strong partnerships with parents, who value what she does, to offer regular and thorough updates on their children's progress. She also enables them to continue with this learning at home.

Quality of teaching, learning and assessment is good

The childminder is a very effective teacher. She reflects on the experiences of each child well overall, to ensure that learning opportunities are not wasted. For example, she uses children's daily walks to school to discuss features of the local environment and to teach children about numbers, sounds and safety. She uses her assessments well to pinpoint any gaps in children's learning and then takes effective steps to provide more learning experiences to close these gaps. For example, she grasps ongoing chances to talk with children about numbers, sizes and shapes, to help their mathematical development. She skilfully helps children develop their speaking and listening skills. For example, she communicates well with younger children who are experimenting with different sounds and introduces older children to more complex questions and discussions.

Personal development, behaviour and welfare are good

Children thrive under the nurturing care of the childminder. She is a very good role model for children and is consistently kind, calm and encouraging. Children learn to behave well and to show consideration towards each other. They develop a positive view of themselves and show good levels of emotional well-being. The childminder meets children's physical needs well. She encourages children to adopt healthy lifestyles. For example, she ensures that they have opportunities for energetic play as well as quiet times for sleep and rest. Children learn to stay safe and to be responsible, such as when they use scissors.

Outcomes for children are good

Children gain a strong set of skills in preparation for their future learning, including the move to school. All children develop into inquisitive learners, who enjoy finding out new things and exploring. Younger children learn to control their movements and to make their needs known. Older children learn to handle books correctly and to express their own ideas, such as through drawing and imaginative play. All children learn about their local community and the wider world, and to value the similarities and differences between themselves and others.

Setting details

Unique reference number	EY485825
Local authority	Oxfordshire
Inspection number	1005046
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	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Thame, Oxfordshire and provides care all day, Monday to Thursday, all year. She holds a recognised childcare qualification at level 3.

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