

# Childminder Report

**Inspection date**

19 June 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is kind, calm and friendly. Children arrive happily, are settled and confident in her home. They form strong relationships with the childminder.
- The childminder monitors children's progress effectively and understands how to support their next steps in development. Children make good progress in their learning.
- The childminder establishes good relationships with professionals and other settings children attend. Together, they provide good levels of continuity for children's care and learning.
- Children are keen to take part in a broad range of activities. They choose from a good variety of toys and resources to extend their play and learning.
- The childminder strives to develop and improve her provision. She seeks training and shares good practice with other providers, which helps to enhance her teaching.
- Children's behaviour is consistently good. Children play cooperatively alongside each other, and the childminder supports them to share and take turns.

### It is not yet outstanding because:

- The childminder has not fully developed her partnerships with parents to help support greater continuity in their children's care and learning.
- Children do not have a wide variety of opportunities to learn about people's similarities and differences to increase their awareness of the world around them.

## What the setting needs to do to improve further

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

- explore additional ways to engage parents more in their child's development to encourage a more consistent approach to children's learning between home and the childminders
- help children to learn about other people's similarities and differences to increase their awareness of the world around them.

### Inspection activities

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

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe environment for children. She knows about child protection issues and the procedures to follow if she has concerns about a child. The childminder continues to develop her professional knowledge to benefit the children. For example, she has recently enrolled to complete a qualification at level 3 and networks regularly with other childminders locally, to support her practice. The childminder updates her policies and procedures in line with current guidance, to refresh her good awareness. The childminder monitors children's progress effectively. She makes accurate assessments of children's learning and uses these to identify any gaps in their development and plan for the next steps in their development.

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

The childminder interests and engages children well in play. She supports younger children's communication and language development effectively. For example, she talks to them as they play to help them understand their actions and teaches them new words to build their vocabulary. The childminder encourages children's early literacy and enjoyment of books. Children choose stories for the childminder to read. They cuddle up with her and join in pointing at the pictures and naming things they see. The childminder uses good teaching skills to encourage different aspects of children's learning and to challenge them well, such as learning about colours and numbers in their play.

### Personal development, behaviour and welfare are good

The childminder is enthusiastic and friendly. Children are relaxed in her home and clearly enjoy her company. They are happy and emotionally supported by the childminder. She supports their individual needs well. For example, she recognises when younger children are getting tired and offers cuddles so they feel comfortable and secure. The childminder helps children to learn about good hygiene routines. For example, she helps them to wash their hands before their meal and teaches children to discard food when it falls on the floor. Children enjoy plenty of fresh air and exercise. For instance, they visit local parks and attractions where they have opportunities to practise their physical skills.

### Outcomes for children are good

Children are inquisitive and eager to learn and investigate. They are sociable, confident and becoming independent. Children enjoy helping with small tasks. For example, younger children help spread the butter on their crackers for a snack and older children apply their sun cream under supervision of the childminder, before going outside to play. Children develop good skills in preparation for their next stage in learning and in readiness for school. For example, children start to recognise, write and sound out letters and familiar words, including their name.

## Setting details

<b>Unique reference number</b>	EY486166
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1003372
<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>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Bloxham, in Oxfordshire. The childminder offers care from Monday to Thursday, all year round, including out-of-school care.

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