

# Childminder Report

**Inspection date**

27 November 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**

- Children enjoy positive relationships with the childminder and are relaxed and confident in her care. They show high levels of self-control and they behave well.
- The childminder knows children well and assesses their development continuously to provide experiences relevant to their individual learning needs. Children make good progress in preparation for their next steps in learning and later school life.
- The childminder teaches children new skills successfully, and supports their communication and language development effectively overall.
- Children have good opportunities to become independent and to learn how to keep themselves safe.
- The childminder supervises children closely and has a good understanding of safeguarding procedures.
- The childminder encourages parents to contribute to her self-evaluation process to help her reflect on her practice and improve outcomes for children.

**It is not yet outstanding because:**

- The childminder does not make the best use of opportunities for children to access physical activity easily to encourage more energetic exercise.
- Sometimes, the childminder steps in too quickly without giving children time to think about their responses to her questions more fully.

## What the setting needs to do to improve further

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

- provide children with more opportunities to access physical activity freely, to support their good health further
- give children more time to think about their responses to questions, to allow them to consider their views and ideas fully.

### Inspection activities

- The inspector observed activities indoors and accompanied the childminder on a walk in the local area.
- The inspector and the childminder observed and discussed an activity together.
- The inspector looked at available assessment records and discussed children's progress with the childminder.
- The inspector checked evidence of the childminder's qualifications.
- The inspector talked to the childminder about aspects of her practice, including her partnerships with parents and her procedures for self-evaluation.

**Inspector**  
Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date. She is alert to indicators of children at risk of harm and knows what to do if she has concerns. The childminder understands her responsibilities to keep children safe from persons who are not suitable to be around them. She monitors her practice routinely and takes steps to develop her professional knowledge and understanding. For example, after gathering ideas from other childcare professionals, she focuses more carefully on helping children to develop coordination skills. The childminder works closely with parents to keep them well informed about their children's progress.

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

The childminder has high expectations of children and supports them well to fulfil their potential. She follows their interests successfully and incorporates a wide range of learning opportunities to enhance their freely chosen play. For example, she helps children to persevere with problems, recognise numerals and begin to understand the concept of matching, as they enjoy exploring a shape sorter. The childminder makes suggestions, provides a narrative and gives explanations to extend children's understanding effectively. She works well with parents to encourage them to extend their children's learning at home, such as enjoying baking activities together.

### Personal development, behaviour and welfare are good

The childminder motivates and interests children successfully. She encourages them to do things for themselves and to take pride in their achievements. For example, she challenges them to take responsibility for small tasks and they respond with enthusiasm as they enjoy helping to prepare for snack time, such as peeling bananas. The childminder is sensitive to children's individual needs and responds effectively when they are tired, hungry or need a nappy change to help keep them comfortable. She supports children to learn about people who are different from themselves to help them develop a positive attitude to diversity.

### Outcomes for children are good

Toddlers become articulate and confident communicators as they repeat words and phrases readily, and use more complex sentences to connect their ideas. They develop competent skills to manage their own personal needs, for example, as they drink from a glass without spilling and select a step to reach the sink. Toddlers develop a good awareness of their own safety, such as how to climb off a chair safely and being careful with hot food. They demonstrate friendly behaviour and cooperate well with routines. Toddlers become familiar with numbers, shapes and mathematical language to help prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	EY491748
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1026318
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Headington, Oxford. She offers full-time care on weekdays throughout the year, including out-of-school care.

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