

Childminder Report

Inspection date

7 December 2017

Previous inspection date

9 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 knows the children well and plans exciting opportunities for them. For instance, she takes children on train and bus journeys to help them to learn about the world around them.
- The childminder completes accurate progress checks on children aged between two and three years. She makes good use of these assessments to help her to accurately identify any gaps in their development. Children make good progress, given their starting points.
- Children behave well. The childminder promotes sharing and turn taking well, and children are polite and kind towards each other.
- The childminder keeps her knowledge up to date, such as through training and sharing practice with other professionals, to help to raise outcomes for children.
- The childminder forms strong partnerships with parents. She shares lots of information about children's progress and parents inform her of their children's achievements at home.

It is not yet outstanding because:

- On occasions, the childminder asks children many questions and provides them with the answers before they have the time they need to respond with their own knowledge.
- The childminder does not make the best use of daily opportunities for children to use early mathematical skills in their play.

What the setting needs to do to improve further

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

- increase the time given for children to process and respond to questions
- make better use of readily occurring opportunities for children to develop their early mathematical skills.

Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views of parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures and children's learning and development.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of safeguarding up to date. She has a good understanding of what to do if she has a concern about a child's welfare. The childminder reflects on her practice well and makes accurate improvement plans. Since her last inspection, she has increased the accessibility of resources and activities, which has helped to maintain good outcomes for children. Younger children's interest in books has increased since she made them more readily available. The childminder welcomes the views and suggestions from parents. They make positive comments about the childminder's caring nature.

Quality of teaching, learning and assessment is good

The childminder offers lots of opportunities for children to develop their physical skills. For instance, children enjoy jumping and hopping, and rolling out dough with tools such as rolling pins. The childminder takes children on regular walks and trips to the local park to help challenge their skills even further. Children make good progress in their early literacy development. Older children begin to show an interest in letters and the sounds they represent and younger children enjoy joining in with singing and rhymes. The childminder takes children to local groups. She makes good use of these opportunities to help children begin to develop new friendships and learn to respect other people in the community. Children have plenty of opportunities to begin to use simple technology in their play.

Personal development, behaviour and welfare are good

Children settle quickly into the childminder's care. They have close relationships with the childminder. For example, children cuddle up to the childminder and say they have fun with her. The childminder teaches them about healthy eating effectively. For instance, when children make pretend food with dough, the childminder makes good use of this chance to talk about foods that are healthy. She successfully encourages parents to provide a well-balanced lunch and snacks. The childminder understands the importance of information sharing and developing relationships with other settings that children may attend.

Outcomes for children are good

All children show strong confidence and motivation to learn. They use good communication skills as they engage in imaginative play with each other. For example, younger children use different resources as phones and have pretend conversations. Older children talk to the dolls as they push them around in pushchairs. Children show good self-help skills, such as finding their drinks when they are thirsty and going to the toilet by themselves. They have a secure understanding of their daily routines and hygiene practices. For example, when the childminder tells children that lunch is ready they go to wash their hands. Children develop the skills they need for their next steps in learning and moves to school.

Setting details

Unique reference number	EY425718
Local authority	Oxfordshire
Inspection number	1085665
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	9 January 2015
Telephone number	

The childminder registered in 2011. She lives in Banbury, Oxfordshire. She operates Monday to Friday from 7.30am to 6pm, term time only. The childminder has a relevant qualification in childcare.

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