

# Childminder Report

**Inspection date**

12 December 2017

Previous inspection date

11 March 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 good understanding of how children learn. She uses accurate observation, assessment and planning to enable her to identify children's next steps in development.
- The childminder supports children's language skills effectively. She talks to the children as they play and introduces new words to build their vocabulary. For instance, children listen attentively and join in with conversations. They learn the names of different types of fruit and pretend to make each other a variety of drinks, such as camomile tea.
- The childminder supports children's independence well. For example, older children understand the need to wash their hands and are confident to manage their personal care.
- The children engage and are motivated to learn. All children make good progress from their starting points.
- The childminder reflects on her practice well and is committed to improving her provision. For instance, she has recently increased the opportunities for children to use early mathematics in their play to help extend their learning.

**It is not yet outstanding because:**

- The childminder does not gather information from other settings that children attend, to work closely together and plan precisely to enhance children's learning.
- Although the childminder teaches children to manage some risks, such as road safety, she does not focus their attention to understand the less obvious risks, for example, if they throw toys.

## What the setting needs to do to improve further

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

- share information with other settings that children attend more precisely, and work closely together to build on children's learning
- make better use of everyday opportunities to teach younger children about low-level risks and to keep themselves and others safe.

### Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector talked to the children and the co-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 from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures and the learning and development requirements.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly seeks the views and suggestions of parents to help her improve her provision. Parents share positive feedback about the childminder's provision. They state that she offers a safe environment and children flourish in her care. The childminder is keen to continually update her knowledge and skills through research, training and sharing her practice regularly with other professionals, such as her co-childminder. Safeguarding is effective. The childminder has recently updated her training and has a good knowledge of how to recognise possible signs and symptoms that may mean children are at risk of harm. She understands her responsibility to report any child protection concerns. The childminder carries out regular risk assessments to help to keep children safe.

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

The childminder promotes children's literacy skills very well. For instance, she constantly encourages children to practise the sounds of initial letters in words. Children enjoy listening to stories. The childminder supports children's understanding of early mathematics. For example, she encourages them to recognise numbers in the environment. When they go on daily walks, children look for numbers on signs and houses. Children show their good imagination skills as they take part in role play. For instance, younger children enjoy making pretend lunches for their friends. Older children dress up in fancy dress and go to a pretend wedding.

### Personal development, behaviour and welfare are good

The childminder provides a broad range of activities and experiences, which children thoroughly enjoy. Children show strong levels of engagement during their play. They are confident and happy in the care of the childminder and her co-childminder. They behave well and develop strong friendships with each other. The childminder promotes healthy lifestyles, such as providing children with daily opportunities for fresh air and exercise. Children enjoy choosing their own nutritious snacks and parents provide a well-balanced lunch. The childminder helps children to learn about people and communities around the world. For instance, she plans activities to help children learn about other cultural beliefs.

### Outcomes for children are good

All children are gaining the key skills they need in preparation for their moves to school. Children are motivated to learn and are confident speakers. They develop their creative skills well. For example, they talk confidently about what is happening in the pictures they have drawn. Children develop good early writing skills. For instance, younger children write familiar letters on their pictures and older children recognise their names on labels.

## Setting details

<b>Unique reference number</b>	EY440789
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1095256
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Thame, in Oxfordshire. She operates each weekday, all year round. She has a relevant childcare qualification and works with another childminder, four days of the week. The childminder is in receipt of funding for the provision of free early education for children aged three and four years old.

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