

# Childminder Report

**Inspection date**

16 January 2018

Previous inspection date

3 December 2014

<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 excellent partnerships in place with other settings that children attend. She shares and gathers comprehensive information from the other settings to help support children in their continued learning and development.
- The childminder provides stimulating play areas and interacts well with the children to promote their learning. Children freely choose toys and equipment that interest them and they show great levels of concentration as they try new experiences.
- Children enjoy outings with the childminder, including visits to local places of interest and groups. This helps children to develop their social skills and confidence as they meet new children and adults.
- The childminder completes a comprehensive baseline assessment with parents, gathering information from them about their child's prior learning. This helps the childminder with her initial assessments of their children's abilities.

**It is not yet outstanding because:**

- The childminder has not given enough consideration around the support for children whose home language is not English.
- The childminder does not always use highly effective ways to ensure that parents are able to be more involved in their children's learning. In particular, contributing their children's learning at home.

## What the setting needs to do to improve further

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

- improve knowledge and understanding to help children whose home language is not English to make the best possible progress
- extend parents' involvement in their children's learning by supporting them to continue with their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to and interacted with children during the inspection. She took into account the written views of parents that were provided by the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living on the premises.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure knowledge of how young children learn. She has a good understanding of child protection issues. She understands her safeguarding responsibilities and knows whom to contact should she have any concerns. The childminder carries out daily risk assessments of all areas, resources and equipment, and supervises children well. This ensures the environment is safe and secure. She uses her self-evaluation effectively to identify and target areas for improvement. An ongoing programme of training and professional development helps the childminder to improve her knowledge and remain up to date with her practice. The childminder shares information about children's development regularly to keep parents up to date with their children's achievements. Parents comment they are very happy with the care and support their children receive.

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

The childminder has a good understanding of where children are in their learning. She plans activities well to address children's current interests. This helps to keep children motivated and interested to learn. Children explore their understanding of animals that live in cold regions, such as polar bears. The childminder skilfully supports this learning with snow and ice cubes, and prompts children's communication and language development with open-ended questions. Children test out their ideas and physical skills as they use different tools and resources to break down the ice cubes. The childminder helps children to count, calculate and name a wide variety of colours as they develop their mathematical thinking. She provides children with a running commentary and asks timely questions to help children think and extend their learning. Consequently, children are motivated and remain focused.

### Personal development, behaviour and welfare are good

The childminder has a warm and welcoming approach. She offers children praise and encouragement to raise their confidence and self-esteem. Children behave well, and they know and understand the simple house rules which keeps them safe. Children learn about healthy lifestyles. They choose their own fruit, pour their own drinks and help the childminder prepare food. The childminder incorporates outdoor play into daily routines, such as when the children visit the local parks. Children develop their physical skills as they spend time exercising and enjoying the fresh air. The childminder offers good support to the children to help them develop strong self-help skills. For example, children are encouraged to get a tissue to wipe their nose when needed.

### Outcomes for children are good

Children make good progress in their learning and development. The childminder helps children to acquire the skills and attitudes they need for their future learning, such as starting school. Children enjoy listening to familiar stories. They join in and use their imagination to recall their own stories, as they develop strong early literacy skills.

## Setting details

<b>Unique reference number</b>	EY331317
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070765
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	

The childminder registered in 2006. She works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-year-old children. The childminder holds a relevant early years qualification at level 3.

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