

# Childminder Report

**Inspection date**

29 January 2018

Previous inspection date

10 July 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 includes the views of the parents and their children in her self-evaluation processes. This helps her to identify targets to focus on, including training that will help to improve the provision for all children who attend.
- The childminder develops good relationships with other providers, including the local school. This helps her to make sure there is continuity and consistency in all children's learning and development. Outcomes for children are good.
- The childminder makes sure that children know the rules to be followed in the provision. She is a positive role model for the children. The childminder is warm and caring. She helps children to develop secure emotional attachments and to behave well.
- The childminder monitors the educational programmes well. This helps her to make sure that children are progressing well across all areas of their learning and development.

**It is not yet outstanding because:**

- The childminder does not make the most of all opportunities to help parents to support their child's learning at home.
- The childminder does not always consider the impact that background noise is having on children's ability to concentrate during their activities.

## What the setting needs to do to improve further

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

- increase the support given to parents to build on their confidence in continuing their child's learning at home
- reduce background noise levels in the play area so that children's concentration and engagement in activities are fully promoted.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and took account of the views of parents through the written feedback they provided.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder supervises children closely throughout the day. She makes sure that all areas are safe before children arrive. The childminder attends child protection training. She recognises the possible signs of abuse or neglect and knows what to do and whom to contact should she have any concerns about a child's welfare. This helps to keep children safe and well. The childminder makes sure that parents are provided with daily feedback about their child's day at the provision.

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

The childminder helps children to develop their interest in the natural world. For example, children use logs and leaves to build homes for hedgehogs and frogs in the garden. They are excited as they plant bulbs and observe the growing process over time. Children look on in awe as the shoots develop into flowers during spring time. Children's growing imagination is well promoted. For example, following stories, they have great fun as they search for imaginary leprechauns in the garden. As children explore a variety of materials, such as water, rice and pasta, the childminder uses a range of teaching techniques to help them to solve simple problems that they encounter. The childminder uses questioning techniques well and introduces new words to extend children's vocabulary.

### Personal development, behaviour and welfare are good

The childminder helps children to explore similarities and differences between themselves and others in the wider world. She helps to promote children's empathy for others and to build strong friendships. The childminder makes sure that children eat a well-balanced diet, in line with their requirements. Children enjoy playing in the garden and visiting the local parks. They take manageable risks in their play as they climb and balance using large and small equipment. The childminder successfully helps children to develop their growing awareness of the importance of a healthy lifestyle.

### Outcomes for children are good

All children are progressing well from their starting points. They make choices about what they want to play with from the broad range of accessible resources and activities around them. Children thoroughly enjoy being creative. They use tools to paint, draw and create their own artwork. Children learn to put on their own coats and shoes. Children develop their confidence and independence in readiness for their move on to school. Children's love of books is developing well. They sit with their friends and talk about their favourite book characters.

## Setting details

<b>Unique reference number</b>	EY375709
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1071008
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 July 2014
<b>Telephone number</b>	

The childminder registered in 2008 and lives near Banbury, Oxfordshire. She operates all year round from 8am until 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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