

# Childminder Report

<b>Inspection date</b>	24 January 2018
Previous inspection date	7 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is committed to continually improving her skills. For example, she attends courses and exchanges ideas with other practitioners. She has high expectations of her assistant and ensures that they too have access to training.
- The childminder supports children's language development well. She and her assistant consistently hold interesting conversations with older children and are skilled in encouraging young children to communicate using the words they know.
- The childminder and her assistant are extremely attentive and responsive to children's individual needs and preferences. Children carry out many tasks for themselves and develop excellent social and independence skills.
- The childminder and her assistant accurately assess children's capabilities and plan for the next stages in their learning. Children enjoy a good range of interesting activities and resources that supports their interests and abilities. They make good or better progress from their starting points.
- The childminder has developed positive relationships with parents and other professionals. Children receive continuity in their care and learning.

### It is not yet outstanding because:

- The childminder does not monitor her assistant's practice sharply enough to develop and raise the quality of her teaching to the highest level.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the assistant's practice to build further upon the good quality of her teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living and working in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates a strong commitment to continually reviewing, evaluating and developing her practice. For example, she values the views of parents, children and her assistant and takes these into account when making plans to improve her provision. This contributes to the good progress made by the childminder since her last inspection. Safeguarding is effective. The childminder follows robust procedures to help ensure that her home is safe and secure. She and her assistant have a secure knowledge of how to protect children from harm. They know the steps to take if they have any concerns about a child's welfare.

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

The childminder's enthusiastic approach and good teaching motivate children. She is keen to join in with open-ended activities that help children to explore and develop their own ideas promoting their curiosity. The childminder uses assessment well to help children progress effectively. She adapts her provision to help children catch up where necessary and she plans more opportunities to support children in developing their mathematical understanding and skills. For example, when children pretend to be shopkeepers, she encourages them to handle money, count items in the basket, develop a story and use their imaginations. Children begin to understand and value differences between themselves and others and enjoy exploring resources and activities which reflect diversity.

### Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model and values each child as a unique individual. Children display a deep sense of belonging and develop very secure attachments to the childminder and her assistant. Children's emotional well-being is exceedingly strong. Their behaviour is impeccable. For example, older children display exemplary manners and kindness towards younger children when they make sure they have their turn at playing with pretend tills. All children are extremely confident in social situations and they display exceptional levels of enthusiasm and concentration. The childminder promotes children's physical well-being superbly. She ensures that children enjoy extensive opportunities to be physically active in the garden and on frequent outings on woodland walks and to the parks.

### Outcomes for children are good

Children are confident and motivated to investigate the resources available and make choices in their play. Given their young age and stage of development, they listen, concentrate and behave very well. Children develop good mathematical skills and vocabulary. They develop a good range of skills to support the next stages in their development.

## Setting details

<b>Unique reference number</b>	EY357233
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1107671
<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 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 March 2017
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Oxford and works with an assistant. The childminder receives funding for the provision of free early education for children aged three years. The childminder offers full-time care on weekdays from 7.30am to 6pm throughout the year. She holds a recognised early years qualification at level 4 and her assistant holds a recognised early years qualification at level 2.

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Piccadilly Gate  
Store St  
Manchester  
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