

# Childminder Report

**Inspection date**

5 February 2018

Previous inspection date

16 February 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder understands how children learn. She observes children as they play to find out what they enjoy and plans activities to meet their interests.
- Children's communication and language development are supported well. For example, the childminder repeats key words and phrases, and introduces new words as they play.
- The childminder implements effective procedures that help to keep children safe and secure as well as support their good health. Children learn about hygiene routines, enjoy healthy meals and benefit from daily opportunities to be physically active.
- Children develop positive relationships with the childminder and demonstrate that they feel emotionally secure and safe in her care.
- The childminder successfully uses the views of children, parents and other professionals to help her evaluate her service and identify areas for further improvement.

### It is not yet outstanding because:

- The childminder does not consistently use information from assessments to sharpen the focus of plans for individual children's next steps in learning, to increase the potential for outstanding progress in their learning.
- Although the childminder carries out the progress check on children aged two years, the way that she records these does not clearly communicate any possible areas where a child may not be developing as typical.

## What the setting needs to do to improve further

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

- use information from assessments to focus more precisely on children's individual steps in learning to help them make progress at a faster rate
- strengthen the quality of the recording of the progress check carried out on children aged two years, to clearly identify any areas where children may not be developing as typical.

### Inspection activities

- The inspector carried out a joint observation with the childminder. She discussed learning activities, and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder 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 processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of how to report any concerns she has about children's welfare. The childminder is committed to developing her skills and knowledge. For example, training and her own research has helped her to reflect on the variety of resources she provides children to enrich their sensory and creative learning experiences further. The childminder works well in partnership with parents and other providers to maintain a continuous approach to children's care and learning. She keeps them well informed about ongoing development and effectively supports their learning at home.

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

The childminder observes and assesses children's abilities to identify their development needs and progress. She plans and provides activities that support children's learning well. Children have plenty of opportunities to develop their mathematical skills. For example, as young children explore different shapes they are encouraged to match and fit shapes together and solve simple problems. The childminder praises children and provides them with lots of encouragement as they learn, promoting their confidence. Children enjoy exploring a wide range of musical and sensory activities available. They are motivated and interested in learning, and they develop a variety of skills as the childminder plays alongside them.

### Personal development, behaviour and welfare are good

Children form warm and close relationships with the childminder, who is attentive and nurturing. They enjoy being in her company and respond well to her interactions. The childminder encourages parents to share information about their child's care needs and routines when they first start. This helps her to get to know children well. Children's physical development is promoted well and they enjoy fresh air and exercise on a daily basis. Children enjoy regular walks in the local community where they observe how the environment changes during the different seasons. The childminder provides children with resources that reflect people's differences and they learn about various festivals, which helps to support respect and positive attitudes.

### Outcomes for children are good

Children enjoy their time with the childminder and show that they feel settled and relaxed. They all make good progress in relation to their starting points and gain a wide range of useful skills that prepares them well for their future learning. Young children enjoy their learning, they concentrate well and are eager to explore. For example, they learn colours as they use a shape sorter and learn the names of different animals as they look at small animal figures.

## Setting details

<b>Unique reference number</b>	133370
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1107452
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 February 2017
<b>Telephone number</b>	

The childminder registered in 1993. She lives in the village of Kennington on the outskirts of Oxford. She offers care from 7am to 7pm on Monday to Wednesday, all year round.

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