

Childminder Report

Inspection date

15 February 2018

Previous inspection date

28 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 builds and maintains positive relationships with other professionals, such as the local authority advisers. This helps her to evaluate the effectiveness of her childminding practice and to identify accurate targets and training opportunities that promote good outcomes for children.
- The childminder monitors the educational programme and uses suitable guidance to benchmark children's ongoing achievements. Any areas of learning that children may fall behind with are quickly identified and set as a focus.
- The childminder uses an effective range of strategies to develop children's early literacy and numeracy skills. Children are confident at recognising the initial sounds in words and can link the correct sounds to many letters of the alphabet.
- The childminder builds effective relationships with the children. She values children's comments and uses these well to build conversations that follow children's interests. The childminder provides clear guidance for children about what is, and what is not, acceptable behaviour. This helps children to behave well and to show a high regard for one another.

It is not yet outstanding because:

- The childminder does not always involve parents as much as possible in the assessments of their children's learning when they first start at the setting.
- The childminder does not always share enough information with other settings that children attend, to promote further consistency and continuity in their learning.

What the setting needs to do to improve further

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

- gather more information from parents about what their children already know and can do, to involve them more fully in the assessments of children's starting points
- strengthen partnership working with all other settings that children attend, to provide a more consistent approach to meeting their needs.

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 the childminder.
- The inspector took account of the views of parents and children spoken to on the day and through written feedback provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the possible signs of abuse and a strong awareness of her responsibilities to protect children from harm. The childminder checks all indoor and outdoor areas to identify and minimise any possible risks to children. She regularly tests the smoke alarms in the house and uses this opportunity to talk to children about the emergency evacuation procedures. The childminder keeps parents well informed about what the children do each day. For example, she provides them with weekly newsletters with photographs that record the activities children have undertaken and the places they have visited.

Quality of teaching, learning and assessment is good

The childminder helps children to develop a wide range of skills and prepares them well for the next stage in their learning, such as school. For example, she encourages the children to find their own name card when they arrive and display it on the attendance board. The childminder encourages children to learn about the similarities and differences in people. For example, she helps the children to research all about Chinese New Year celebrations on the computer. The childminder makes sure that the daily group time provides children with regular opportunities to learn. During such activities, she increases children's knowledge of letters sounds, numbers and the days of the week. The childminder promotes children's mathematical development well. For example, she encourages children to take it in turns to count the objects in the book and to recognise the numbers. She praises each child for their attempts, thereby developing their self-confidence.

Personal development, behaviour and welfare are good

The childminder provides an environment where children are able to explore their own ideas and select and use toys and equipment independently. She provides a wide selection of books that is consistently available for children to make their choices. There is direct access to the garden where children can test their physical skills on a range of equipment. The childminder regularly takes the children to a soft-play establishment. This gives children opportunities to learn to take manageable risks and experience physical challenge in their play. The childminder regularly takes the children to the local parent and toddler groups. This helps children to develop their social skills outside of the childminder's home.

Outcomes for children are good

All children make good progress from their starting points. They are actively involved and persistent in their learning. Children enjoy make-believe play based on their first-hand experiences. For example, they fill the cupcake tins up with dough and pretend to cook them in the toy oven. Children concentrate as they thread beads onto pieces of string. They sit on the floor and giggle as they push a small-world car back and forth to each other. Children enthusiastically write letters and numbers in their work books. They are confident, happy and seek out others to share experiences.

Setting details

Unique reference number	EY470514
Local authority	Oxfordshire
Inspection number	1071652
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	28 July 2014
Telephone number	

The childminder registered in 2014 and lives in the Headington area of Oxford city. She operates all year round from 8am until 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for three- and four-year-old children.

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