

Childminder Report



Inspection date 1 March 2018
Previous inspection date 7 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 assesses children's learning regularly and keeps accurate records of their development. She plans precise next steps in learning for each child to help close any gaps.
- All children make good progress from their starting points and are well prepared for the next stages in their learning and for school.
- The childminder offers a warm, welcoming home environment for children. She carries out thorough checks of the premises to identify any potential hazards, to help keep children safe.
- Children have daily opportunities for fresh air and exercise. This helps to promote their good health and support their physical well-being.
- The childminder has successfully addressed the recommendation from her last inspection. For example, she shares ongoing information with parents about their child's achievements and offers ideas to continue their child's learning at home.

It is not yet outstanding because:

- The childminder's professional development plans are not sharply focused on continuing to develop her knowledge and teaching skills to the highest levels.
- The childminder does not exchange detailed information with other settings that children attend, in order to fully complement their learning.

What the setting needs to do to improve further

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

- build on the programme of training and professional development to raise the quality of teaching and children's outcomes to the highest possible level
- strengthen the relationships with other settings that children attend, to build on and support continuity in children's learning and development.

Inspection activities

- The inspector toured the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views of parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures and learning and development documents.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility to protect children. She knows how to recognise and report any concerns about a child's welfare. The childminder makes good use of online resources and information from other local childminders to help her to evaluate her provision and support children's learning opportunities. For example, she plans a wide variety of craft activities to help to develop children's creativity. The childminder works in close partnerships with parents. Parents are very positive about the childminder. They comment that their children are happy and safe in her care and make good progress in their learning.

Quality of teaching, learning and assessment is good

The childminder plans exciting experiences for babies and children to help to encourage them to explore and investigate. For example, she created her own resources to encourage children to feel different materials and textures. Babies and young children enjoy exploring these resources. The childminder makes good use of this opportunity to introduce descriptive words, such as 'smooth' and 'silky', to enhance their vocabulary. She uses lots of gestures and body language to help her to communicate with babies. The childminder carefully introduces early mathematics into children's play. For instance, she counts the resources as they tidy up and points out different shapes around her home. The childminder plans fun opportunities for children to learn about the world. For example, she helps them to learn about how vegetables grow, giving them the opportunity to look at the roots and various stages of growth of the vegetables.

Personal development, behaviour and welfare are good

The childminder nurtures children well. She helps them to settle and form strong relationships to help to promote their emotional well-being. She helps children learn how to take turns and share with other children. Children begin to develop good social skills and behave well. The childminder plans regular opportunities for children to begin to compare themselves to one another and learn about each other's differences. For example, they look into a mirror and describe their faces and compare them to each other. The childminder helps children to recognise and manage risks. Children learn how to keep safe when crossing roads on their regular walks to local schools and parks.

Outcomes for children are good

All children are making good progress from their starting points. For example, babies learn to support their physical weight and they use provided equipment to practise standing and cruising around the childminder's home. Older children develop good independence. For instance, they learn to feed themselves and tend to their own self-care needs in good preparation for their move on to school.

Setting details

Unique reference number	134284
Local authority	Oxfordshire
Inspection number	1070269
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	7 July 2014
Telephone number	

The childminder registered in 1992 and lives in Thame, Oxfordshire. She operates all year round from 8am to 6pm on Monday to Friday. She has a relevant childcare qualification at level 3.

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