

# Childminder Report

**Inspection date**

26 March 2018

Previous inspection date

9 June 2015

<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**

- Children are happy, settled and show high levels of emotional well-being. The childminder is sensitive to their individual care and learning needs and adapts her approach to meet children's needs sensitively.
- Parents are highly complimentary about the care and learning opportunities their children receive. They say that they are delighted with the care and learning provided and that their children enjoy coming to the childminder's home.
- The childminder effectively monitors children's progress and plans an exciting range of activities based on their stage of development, individual needs and emerging interests. Children make good progress from their starting points.
- The childminder establishes good relationships with professionals and other settings children attend. This helps support children to receive a good level of continuity in their care and learning.
- The childminder is very experienced and effectively uses her professional network to keep up to date with guidance on children's safety and welfare.

**It is not yet outstanding because:**

- The childminder does not consistently make the best possible use of professional development opportunities to raise her provision and quality of teaching to the highest possible levels.

## What the setting needs to do to improve further

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

- enhance professional development opportunities to help take the already good-quality teaching and practice to the highest possible levels.

### Inspection activities

- The inspector observed the childminder and the children in the childminder's home.
- The inspector spoke with the childminder about the learning that was taking place.
- The inspector took into consideration the views of parents and children.
- The inspector spoke with the childminder about her understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records and the childminder's policies.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is vigilant in her protection of the children in her care. She recognises the potential signs of abuse and the procedures she would follow to report any concerns about children's welfare. The childminder evaluates aspects of her provision and identifies areas that she would like to develop. For example, she has identified further training in phonics to support her to raise her teaching practice to an even higher level. The childminder values the comments and views of parents, children and other professionals to help her continuously maintain a good standard of provision. She shares information and ideas with other childminders to support and enhance her own practice.

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

The childminder knows children very well. She has a good observation, planning and assessment system that she uses to monitor children's progress. She uses this information to precisely plan for each child and help them to achieve and close any gaps in their learning. The childminder promotes children's early reading skills well. She makes good use of story props to help engage young children's interest in books. The childminder uses lots of language with children to help increase their vocabulary. For example, she models language and young children repeat words back in conversation with her. Children show an understanding of number as they use number names in their play. They participate in activities which help them to learn about matching and sequencing. The childminder models counting during routine activities.

### Personal development, behaviour and welfare are good

The childminder provides a warm and inviting environment for children to explore. She is kind, patient and a good role model. Children display good manners and young children say 'please' and 'thank you' frequently. The childminder clearly identifies opportunities to help the children develop their social skills, confidence and independence in other situations. For instance, children learn to mix with children of different ages and make new friends at local groups. The childminder promotes a healthy lifestyle to help children gain an early understanding of looking after themselves. For instance, they choose from a variety of snacks and the childminder encourages them to try new fruits. Children enjoy plenty of fresh air and exercise. For instance, they visit local nature reserves and attractions where they have opportunities to practise their physical skills.

### Outcomes for children are good

Children are progressing well. They are developing the necessary skills for the next stage in their learning and their future move to school. Younger children lead their own play and children demonstrate strong self-help skills. They have high levels of engagement and motivation for learning. Children join in with activities and sustain their attention.

## Setting details

<b>Unique reference number</b>	954302
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1091235
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Didcot, Oxfordshire. She cares for children from Monday to Thursday between the hours of 7.30am and 6pm, all year round, excluding public holidays and family holidays.

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