

Childminder Report

Inspection date

4 April 2018

Previous inspection date

6 February 2015

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 knows children well. She assesses their development carefully and identifies areas where they need more support to help them make good progress.
- Children develop positive social skills and build secure bonds with the childminder, who has a very kind and patient approach. Children settle quickly in the setting and demonstrate that they feel comfortable and confident.
- The childminder interacts effectively with children and provides focused support where needed to help them develop the language skills necessary for further learning.
- The childminder provides effective opportunities to teach children about healthy lifestyles, including the importance of good hygiene, a nutritious diet and exercise.
- The childminder has a secure understanding of safeguarding procedures and supervises children closely to help keep them safe.
- The childminder evaluates her practice routinely to identify her strengths and areas for development to further improve future outcomes for children.

It is not yet outstanding because:

- At times, the childminder does not make the best use of opportunities for children to follow their own interests to extend their learning fully.
- The childminder sometimes overlooks opportunities for children to do more for themselves to further challenge their already effective physical skills.

What the setting needs to do to improve further

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

- extend opportunities for children to follow their own interests more consistently
- help children to build more effectively on their physical skills to further encourage their independence and self-care.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector looked at children's assessment records and the childminder's training records.
- The inspector talked to the childminder, parents and children at appropriate times throughout the inspection.

Inspector

Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date and knows how to identify and respond to any concerns about children's welfare. She has a positive approach to professional development and improves her practice routinely to benefit children's progress. For example, following training, she has developed her interactions with children further to enable them to hear a wide range of language in context. The childminder builds effective partnerships with parents and other settings that children attend through frequent communication. She shares information about children's progress readily and encourages others to do the same to develop consistency.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to establish children's capabilities when they first start and to encourage them to support children's learning at home. She plans a range of interesting activities and experiences that reflects children's capabilities. This helps to prepare children well for their next stages in learning and for school. For example, she demonstrates how to make marks in different ways with writing materials as children enjoy exploring different coloured pens and paints. The childminder incorporates mathematical language and ideas routinely as part of children's play, to help them develop the skills they need for counting and measuring. She narrates children's experiences routinely and incorporates a good variety of vocabulary to build on their communication and language skills.

Personal development, behaviour and welfare are good

The childminder motivates children effectively for most of the time and helps them develop a positive approach to learning. She is a good role model and supports children to be kind and respectful to others. The childminder has a sensitive approach to settling young and new children to help them feel secure. She supports children's understanding of healthy lifestyles successfully. For example, she teaches them about good nutrition as they enjoy taking part in food preparation activities. The childminder helps children to learn how to keep themselves safe and to play cooperatively.

Outcomes for children are good

Children interact confidently with the childminder. For example, the youngest children babble with expression and understand simple instructions. Toddlers begin to copy words and familiar phrases and enjoy sharing stories that enhance their language development. Children move freely and confidently and show good control when handling objects. They learn about hygiene effectively, such as washing their hands carefully before they eat. Babies are confident to explore the play environment with close support and reassurance from the childminder, while toddlers separate well from their parents and settle quickly into activities.

Setting details

Unique reference number	EY414699
Local authority	Oxfordshire
Inspection number	1094471
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	6 February 2015
Telephone number	

The childminder registered in 2010. She lives in the Rose Hill area of Oxford. The childminder offers part-time care throughout the year, including out-of-school care. She holds a recognised early years qualification at level 3.

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Piccadilly Gate
Store St
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