

# Childminder Report

**Inspection date**

23 April 2018

Previous inspection date

17 October 2016

<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 uses high-quality discussions to support children's play and learning well. Children become confident and articulate communicators.
- The childminder uses her observations and assessments of children's development effectively to identify where they need more support. She uses this information successfully to plan interesting learning experiences that help children make good progress and catch up quickly where gaps in learning exist.
- Children enjoy positive relationships with the childminder and show growing levels of confidence and independence.
- The childminder has a good understanding of safeguarding procedures and keeps her knowledge of child protection up to date to help keep children safe.
- The childminder evaluates her practice successfully and has a positive approach to professional development to improve outcomes for children.

### It is not yet outstanding because:

- At times, the childminder overlooks opportunities for children to make more choices during creative activities to express their imaginations more individually.
- On occasion, the childminder does not reinforce hygiene routines to help children fully understand the importance of these.

## 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 make more choices during creative activities to help them develop their imaginations further
- improve the consistency of hygiene routines to help children develop a thorough understanding of how to keep themselves healthy.

### Inspection activities

- The inspector observed activities indoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder and children at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, the childminder's self-evaluation document, and evidence of her training and qualifications.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of how to identify and respond to concerns about children's welfare. Following training, she has a clear awareness of current safeguarding issues to help protect children. She provides a safe and secure play environment where she supervises children closely to reduce the risk of injury and accident. The childminder monitors her practice well to make well-targeted improvements. For example, she now provides regular opportunities for children to experience the local and wider environment, to broaden their understanding of the world around them.

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

The childminder places a strong focus on supporting children's communication and language skills. For example, she provides an effective narrative of children's play, helps them to recall their previous experiences and asks questions to encourage them to think carefully. The childminder builds successfully on what children already know and can do. She incorporates new skills and knowledge consistently to support their literacy and mathematical development, which prepares them well for their future school lives. The childminder works closely in partnership with parents to share information and support learning at home.

### Personal development, behaviour and welfare are good

The childminder is a good role model and supports children effectively to behave in a positive way towards others. She helps them to develop a sensitive understanding of diversity and an awareness of people's similarities and differences. The childminder encourages physical activity and healthy eating routinely to promote their well-being successfully overall. She helps children to be ready for school, and encourages their independence and confidence to solve problems. For example, she gives children time to work out how to do things for themselves, as they persist to find solutions. The childminder works well in partnership with other settings that children attend, to encourage continuity in their learning and care.

### Outcomes for children are good

Children are inquisitive learners and are able to express their thoughts, ideas and questions clearly. They develop good concentration skills and engage well in their play. Children have lots of opportunities to practise their physical skills, for example, as they work out how to use fastenings or how to spread glue with a paintbrush. Children develop a growing awareness of numbers and use this knowledge spontaneously as part of their play experiences. They enjoy sharing books and exploring how to make marks to support their early literacy development.

## Setting details

<b>Unique reference number</b>	EY484504
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1107933
<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 - 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 October 2016
<b>Telephone number</b>	

The childminder registered in 2014. She lives in a village near Thame, Oxfordshire. The childminder offers part-time care on Monday, Tuesday and Thursday throughout the year, including out-of-school care. She holds a recognised early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

