

# Childminder Report

<b>Inspection date</b>	3 May 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is warm, kind and caring. She skilfully nurtures children's emotional well-being. Children enjoy their time in her setting and are happy and settled.
- Children make good progress in their learning from their starting points. The childminder makes regular and accurate assessments and uses these to help her plan what children need to learn next. She improves children's outcomes well.
- The childminder stimulates children's communication skills effectively. She gradually introduces new words to help children build their understanding and vocabulary.
- The childminder provides a range of interesting resources, which children can easily access themselves. Children quickly gain confidence in choosing activities. They develop their curiosity and independence well.
- Partnerships with parents are strong. The childminder successfully works with them to encourage a consistent approach to meet children's care and learning needs. Parents are pleased with the care the childminder provides.

### It is not yet outstanding because:

- While the childminder provides good opportunities for children to engage in a range of activities inside, she does not support those who prefer to learn outside as effectively.
- The childminder does not provide enough opportunities to help children increase their interest in recognising numerals during play and learning.

## What the setting needs to do to improve further

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

- enhance the range of activities provided for those children who prefer to learn outside
- increase opportunities for children to build their interest in recognising numerals during play and learning.

### Inspection activities

- The inspector observed children and the childminder during play activities indoors and outdoors.
- The inspector held discussions with the childminder, for example, about children's learning.
- The inspector sampled a range of documentation, including children's development records, and checked evidence of the childminder's safeguarding knowledge.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents as shown in their written comments.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident about child protection issues and the procedures to follow to support children's welfare. She supervises children well to keep them safe from harm and completes comprehensive risk assessments of her home and when on outings. She updates her skills, knowledge and any changes to legislation. For example, she regularly attends up-to-date safeguarding training. She consistently reflects on her teaching and identifies additional opportunities to build on her skills even further. She gathers the views of parents and includes their views in her future plans. For example, she has increased opportunities for children to go on a wider range of outings to develop their understanding of people and places.

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

The childminder is attentive and her interactions help children to listen and concentrate. She skilfully develops their communication skills. For example, when babies babble during their play, the childminder listens carefully and repeats the names of their chosen toys. She engages children in regular singing and repetitive nursery rhymes to help them to learn new words and extend their language. She plays with children at their level and encourages them to develop their imaginations and build their physical skills. For example, when two-year-olds made a pretend breakfast, they developed their dexterity and interest in technology when operating switches on toy toasters and toy microwaves.

### Personal development, behaviour and welfare are good

Children build strong relationships with the childminder. Babies settle quickly and are confident to explore their surroundings. The childminder promotes their individual routines well. The childminder is a good role model who demonstrates kind and respectful behaviour. Children behave well and are kind and gentle towards each other. The childminder supports their physical development well. She closely supervises babies as they explore, stand, climb and learn to walk. Children enjoy ample opportunities to be active, for instance, during regular trips to the park. They learn about the importance of a healthy diet. Children enjoy nutritious home-cooked food and making healthy choices.

### Outcomes for children are good

Children gain valuable skills for their future learning and their eventual move to school. They develop their interest in books from an early age. For example, after a visit to the duck pond, young children were eager to look at 'duck' books. Children learn to count. For instance, when ascending the stairs, they count the stairs in sequence. They develop good language skills and communicate their needs effectively. Children make marks with pencils, thick pens and chinks, and enjoy a variety of creative activities, such as when they made handprints with yellow paint to show their sunflower ideas.

## Setting details

<b>Unique reference number</b>	EY499456
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1050095
<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>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She lives in Didcot, Oxfordshire. She operates from 7.30am to 6.30pm on weekdays all year round, except for bank holidays and family holidays.

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