

# Childminder Report

**Inspection date**

14 May 2018

Previous inspection date

2 December 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 form warm and secure attachments to the childminder and her assistant. Children are keen to learn in a warm and friendly setting where they are valued and respected.
- The childminder's effective partnerships with parents help to provide good consistency in children's care, learning and development.
- The childminder knows each child well. Children are happy and confident.
- The childminder consistently updates her knowledge through attending various training courses and conducting her own research. For example, she is more aware of how to identify safeguarding issues and keep children safe.
- Children make good progress relative to their starting points. The childminder has effective monitoring systems to help identify any areas of further development early and provide the appropriate support.

### It is not yet outstanding because:

- The childminder does not provide many opportunities for children to explore and use technology for a particular purpose.
- Sometimes, the childminder and her assistant do not give children an appropriate amount of time to consider their responses to questions.

## What the setting needs to do to improve further

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

- increase opportunities to help children learn how to use a wide range of technology
- give children an appropriate amount of time to consider their responses to questions.

### Inspection activities

- The inspector had a tour of all areas of the home used for childminding.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took into account the written views of parents.
- The inspector observed the childminder's and her assistant's interactions with the children and spoke to children at appropriate times during the inspection.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of how to safeguard children. They work well together. The childminder shares good practice with her and effectively advises of any changes in requirements. She regularly meets with her assistant so that she has a good understanding of her role and responsibilities. The childminder carries out thorough risk assessments to help ensure that children are safe in her home and on outings. For example, in the garden, the childminder reminds younger children how to use steps safely. She supervises them closely to help to keep them safe. The childminder has good professional relationships with other childminders and she meets with them to share ideas to help to raise the quality of her own practice. The childminder evaluates her practice and has introduced a new system which helps her identify any gaps in children's development and plan for their next steps in learning.

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

The childminder has extensive experience and skills in working with children, including those who have special educational needs and/or disabilities. The childminder considers children's physical development well. For example, she plans activities which use tools to develop the small muscles children will need for future writing skills. For example, children enjoy a range of tools and resources when they mould dough. Younger children explore a good range of sensory media and materials and develop their understanding of colour and texture well. They enjoy role-play games indoors and outdoors and develop their imaginations and creativity.

### Personal development, behaviour and welfare are good

The childminder teaches children well about healthy lifestyles, such as having regular fresh air and exercise. Children make full use of the park and the wood at the end of the garden. The childminder is a good role model and uses effective strategies to encourage children's excellent behaviour. She provides a warm and nurturing environment and has high expectations for the children in her care. Children are taught to manage their own safety and risk very well. For example, they understand the hazards of the stinging nettles and how they need to apply sun cream to protect their skin. The childminder ensures children are provided with good opportunities to visit age-appropriate groups. This helps them to build on their social skills outside of the childminder's home.

### Outcomes for children are good

Children learn to take turns and play cooperatively together. They learn to be respectful of others and their beliefs. Children use their developing counting skills well during play. For example, they count down from five when singing and count objects in the kitchen. All children make good progress, including children who speak English as an additional language, and develop useful skills for their future learning.

## Setting details

<b>Unique reference number</b>	133367
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1126959
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	

The childminder registered in 1991. She lives in Botley, Oxford. Her daughter works with her as an assistant. The childminder works all year round.

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Piccadilly Gate  
Store St  
Manchester  
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