

Childminder Report

Inspection date

16 May 2018

Previous inspection date

14 July 2014

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 carries out regular observations of children to help her to assess what they can do and to identify their next steps to help to extend their development further.
- The childminder gathers plenty of information from parents when children join to help her to establish starting points. Children make good progress in their learning from the moment they start, including those who receive funding towards their early education.
- Children learn how to keep themselves safe. The childminder helps them to identify any hazards and manages them well. She supervises the children closely to help to keep them safe.
- The childminder has a good understanding of how to help children to begin to manage their own behaviour. Children behave well.
- The childminder makes good use of regular training to help to continue to extend her professional development. For instance, she uses her new learning to plan new ideas to enhance children's interest in books.

It is not yet outstanding because:

- On some occasions, the childminder overlooks opportunities to fully support children's understanding of good hygiene practices.
- The childminder does not promote children's early writing skills consistently during their play.

What the setting needs to do to improve further

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

- make better use of opportunities to support children's understanding of good hygiene practices
- increase the opportunities for younger children to develop a greater interest in literacy and to build on their very early writing skills.

Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and completes accurate self-evaluations to help her to focus priorities for future improvements. Since her last inspection, she has increased the opportunities for children to access more mathematical development during everyday play. The childminder forms close relationships with other local childminders and makes good use of the opportunities to share practice and plan new, exciting experiences for the children. Safeguarding is effective. The childminder has a clear understanding of what to do if she has a concern about a child's welfare. She carries out regular risk assessments around her home and garden to help her to identify and minimise any potential risks for the children.

Quality of teaching, learning and assessment is good

The childminder supports children's language development very well. She interacts with babies and children regularly, and repeats words clearly to help to expand their vocabulary. She asks older children skilful questions to encourage them to share their thoughts and knowledge well. For example, children talked about trips to the local farm and the animals they saw. They shared their knowledge of the world, such as what the animals ate and drank. The childminder has close relationships with the children's parents. She invites them to share their child's achievements from home regularly. Parents complete questionnaires to share their views and suggestions for their children's future learning.

Personal development, behaviour and welfare are good

Children have close relationships with the childminder and each other. Older children learn about what babies do when they are teething, and offer comfort to babies while they drink their bottles. The childminder tends to each child's individual needs well, such as during nappy changes, and cuddles babies as she begins to settle them for sleep. Babies begin to explore their faces as they study their features in mirrors. Older children learn about their similarities and differences as they meet other children in the community regularly. Children enjoy a wide variety of nutritious snacks and have plenty of opportunities to develop their physical skills.

Outcomes for children are good

Children are developing the skills they need for their next steps in learning and their move to school. Babies learn to feed themselves and older children develop their independence well, such as cutting up fruit for their snack. Children enjoy listening and joining in with familiar stories, and babies explore different textures in books. Children learn to count and recognise shapes regularly, developing their early mathematical language.

Setting details

Unique reference number	EY407594
Local authority	Oxfordshire
Inspection number	1071258
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	14 July 2014
Telephone number	

The childminder registered in 2010 and lives in Carterton, Oxfordshire. She operates from Monday to Friday between 7.30am and 5.30pm, all year round. The childminder holds an appropriate early years qualification.

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