

Childminder Report

Inspection date

17 May 2018

Previous inspection date

24 March 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 provides a warm and family orientated environment. Children form strong bonds with her and enjoy being with her. They are happy, feel safe and are very well behaved.
- Children make good progress in their learning. The childminder provides them with a broad range of engaging and interesting activities inside and outside of the home. The playrooms are well equipped and children make independent choices about their play.
- The childminder establishes effective partnerships with parents and other professionals. They successfully work together to meet children's needs. For example, they all regularly exchange information to consistently build on children's learning.
- Children are taught the importance of good hygiene routines and healthy lifestyles. They benefit from plenty of fresh air and regular opportunities to be physically active.
- The childminder drives improvement and regularly evaluates her practice together with her co-childminder. She has worked well to make improvements since her previous inspection.

It is not yet outstanding because:

- The childminder does not consistently provide enough opportunities to help children increase their interest in recognising numerals during play and learning.
- At times, the childminder does not build on older children's understanding of letter sounds to encourage their early literacy development.

What the setting needs to do to improve further

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

- increase opportunities for children to build their interest in recognising numerals during play and learning
- improve and build on older children's awareness of the sounds that letters represent.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the premises and garden used for childminding.
- 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 the childminder and children at various times 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 her role and responsibilities to protect children. She is clear about the procedures to follow should there be any concerns about a child's welfare. She completes relevant training to keep her child protection knowledge and skills up to date. She meets with other childminders to share ideas and good practice. The childminder, together with her co-childminder, undertakes thorough risk assessments to effectively reduce hazards to children. These include all areas of her home and outings, including the journey to and from pre-school and school. She undertakes thorough checks of children's progress to help her identify and plan for the next steps in their learning.

Quality of teaching, learning and assessment is good

The childminder places a strong focus on stimulating children's speaking and listening skills through practical experiences. She provides an exciting range of materials for children to explore. In the garden, children thoroughly enjoyed mixing materials such as cornflour with water or sand with water. The childminder encouraged them to suggest ideas and think about 'what happens if?' during their investigations. For example, older children discovered which materials were suitable for creating 'buildings'. Children learn to use a variety of tools skilfully. For example, young children used spoons, scoops and toy spades to create long and short marks in cornflour mixed with water.

Personal development, behaviour and welfare are good

Children behave very well and treat each other with respect and consideration. They build strong friendships as they share ideas and play together. The childminder helps children to develop their independence from a young age. They steadily learn to manage their personal care tasks and develop good levels of independence. Children are energetic and have plenty of opportunities to enjoy fresh air and physical activity. For example, they excitedly jump up and down and move rhythmically to music as they sing songs with the childminder. They experience different people and places, for example, during visits to the local park and shops.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for the next stage in their learning, including school. Children develop their speaking and listening skills well. They develop a strong interest in reading. For example, they enjoy storybooks and acting out stories. Children confidently count, such as when building high towers with toy bricks. They experience a variety of creative activities. For example, they share ideas together during pretend play for a royal wedding picnic. They make marks with pencils, thick pens and chalks and create wedding invitations.

Setting details

Unique reference number	134530
Local authority	Oxfordshire
Inspection number	1089499
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	24 March 2015
Telephone number	

The childminder registered in 1999. She lives in Bicester, Oxfordshire. She provides care from 7am to 5.30pm on Monday to Friday for most of the year, except for family holidays. The childminder works with another registered childminder at her address. She holds a relevant early years qualification to level 3.

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