

Childminder Report

Inspection date

7 June 2018

Previous inspection date

10 November 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

- Children make consistently good progress from their starting points. The childminder adapts the daily routine to meet the changing care needs of the children.
- The childminder communicates effectively and regularly with parents, sharing developmental information and observations. Parents comment positively about the sharing of good practice, which they can emulate at home.
- The childminder has a good understanding of how to keep children safe without limiting their explorations. For example, children enjoy pretending to be a statue when the childminder calls 'freeze'.
- Literacy is strongly promoted. For example, homemade displays at child height include removable words and children's handprints that have been compiled into a phonics book for the setting.
- Children have good relationships with their peers and are aware of the needs of others. For example, a child who was playing with a laptop, passed it to another child, and asked, 'Would you like a turn?'

It is not yet outstanding because:

- At times, the childminder's use of closed questioning means that opportunities to extend children's thinking are missed.
- The childminder does not consistently enable children to extend their creative play and imaginations independently.

What the setting needs to do to improve further

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

- reflect on methods of questioning to further enrich children's learning further
- enhance children's opportunities to develop their imaginations and creativity.

Inspection activities

- The inspector received email correspondence from parents and took account of their views.
- The inspector carried out a joint observation with the childminder and evaluated it together.
- The inspector sampled a range of documentation, including qualifications, suitability checks, policies and children's records.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector held a meeting with the childminder to provide feedback.

Inspector

Gillian Herring

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps herself and her policies updated, following local authority guidance. She effectively uses training opportunities to enhance her provision and support children's development. For example, she uses new resources and knowledge gained from training to support children's understanding of mathematics. The childminder uses self-evaluation effectively to help support inclusive practice, and inform learning programmes so they are relevant to the developmental needs and interests of children.

Quality of teaching, learning and assessment is good

The childminder has high expectations of what children can achieve. She uses her knowledge of the children's interests and accurate assessments to plan activities that support children's development and build on their existing skills. Children engage in these activities with enthusiasm and maintained focus. The childminder listens perceptively to children and provides a narrative, extending language and understanding. For example, she describes the 'squelch' of paint and different grasses as 'long', 'longer', 'big' and 'tiny'. The childminder demonstrates new skills to the children and supports them as they explore new ideas. For example, a child learns to transfer paint by folding his paper. The child says they are 'making more pieces' and is delighted by the result. Daily routines allow time for children to explore and reshape activities and the childminder skilfully uses these opportunities to consolidate children's learning. For example, as a child paints the childminder's lower arm, they observe and discuss the different colours used and colours being created through mixing.

Personal development, behaviour and welfare are good

The childminder engages with children with warmth and humour, and children respond well, demonstrating high levels of attachment and self-esteem. For example, they laugh together when a painting apron is put on back to front. The childminder supports children to recognise their own care needs and encourages independence in meeting those needs themselves. Daily routines and links with other settings help to ensure children get lots of opportunities for fresh air and exercise, and socialise with others within their community. Children's behaviour is good. The childminder works closely with parents and other settings to ensure consistent behaviour strategies.

Outcomes for children are good

Children demonstrate reliance and persistence when faced with challenges. For example, when opening lids, the child says, 'I can do it on my own,' and then shows pride in their achievement, stating, 'I did it.' Children enjoy stories, anticipating and repeating key phrases. Children independently use counting in playful activities and attribute numerical quantity to marks they make. Children are well prepared for their next stage in learning.

Setting details

Unique reference number	EY430501
Local authority	Oxfordshire
Inspection number	1131419
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	10 November 2015
Telephone number	

The childminder registered in 2011 and lives in Didcot, Oxfordshire. She cares for children from Monday to Friday, all year round, apart from family holidays.

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