

Childminder Report

Inspection date

28 June 2018

Previous inspection date

7 October 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 carries out regular observations and assessments of the children to help her to accurately identify children's next steps in learning. All children make good progress from the moment they start with the childminder.
- Partnerships with parents are strong. Information about children's development is shared with parents on a regular basis. The childminder helps parents to continue their children's learning at home.
- Children behave well under the childminder's calming influence. She knows the children well and skilfully supports their care needs. Children develop a close bond with the childminder and her co-childminder. They demonstrate that they are emotionally secure.
- 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 make effective use of opportunities to extend her professional development to help raise the quality of teaching and learning to an even higher level.
- The childminder has not built effective relationships with professionals at other settings that children attend to share relevant information to support a consistent approach to children's learning.

What the setting needs to do to improve further

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

- build on the relationships with professionals at other settings that children attend to provide continuity in children's learning
- extend the programme of professional development to help deliver very high-quality teaching and learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector viewed the areas of the premises and used for childminding.
- The inspector sampled a range of documents, including children's development records, and checked the evidence of the childminder's safeguarding knowledge.
- The inspector spoke with the childminder, her co-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

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to recognise the signs that a child's welfare and safety may be at risk, such as in the event of a child protection concern. She takes appropriate measures to help keep children safe in her home and on outings. For example, she assesses risk based on each child's individual needs and uses laminated cards to teach children about any potential hazards or risks. The childminder keeps up to date with training, such as safeguarding and first aid to protect children.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to ensure she meets all children's needs from the start. Children are good explorers. They are inquisitive and enjoy investigating the resources to see how things work. For example, younger children enjoy threading reels and learning how they do not come off the string. Older children enjoy developing their imaginary play and extending their mathematical understanding as they count, match and sell pretend ice-creams and cakes. The childminder interacts well with the children. She models and demonstrates how to do things. This helps support children to develop new skills as they copy her. For example, younger children learn how to complete a wooden puzzle by copying how to pick up and put the pieces in the right places.

Personal development, behaviour and welfare are good

The childminder creates a warm, homely and stimulating environment with age-appropriate resources to help children learn. Children develop good relationships with the childminder. She knows their individual personalities very well. For example, she instantly recognises when younger children are unsettled and provides them with cuddles to help them feel secure. Children learn about healthy lifestyles and benefit from fresh air and exercise on a daily basis. The childminder provides children with snacks and teaches them about the benefits of a healthy diet. She actively encourages children to follow good hygiene practice and helps them develop good self-care skills. Children know that they use soap to wash their hands before meals.

Outcomes for children are good

Children are happy and motivated to learn. They are able to solve simple problems, such as when children learn to play a matching game, they can link the correct picture and number together. Children develop good mathematical skills. For instance, they learn to count and match simple shapes. Children engage in a broad selection of learning experiences, which helps them prepare for their eventual move on to school.

Setting details

Unique reference number	EY459271
Local authority	Oxfordshire
Inspection number	1131994
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	7 October 2015
Telephone number	

The childminder registered in 2013 and co-childminds from her family home in Abingdon, Oxfordshire with her mother and sister, who takes on the role as her co-childminder's assistant. She offers care on a daily basis, before and after school, and during school holidays. The childminder holds a level 3 qualification in childcare and education. She receives funding to provide early education for children aged three.

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