

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 has a good knowledge of how children learn and develop, and how to monitor their progress effectively. Children make good progress in their learning.
- The childminder has good relationships with parents. For example, she completes detailed reports and assessments of their children's progress. The childminder shares this information with parents on a regular basis and helps them to be fully involved in their children's learning at home.
- The childminder knows the children well and skilfully supports their care needs. They develop a close bond with the childminder, her assistant and her co-childminder and are emotionally secure.
- The very experienced childminder is committed to continuous improvement. She has a good understanding of how to evaluate her practice and make improvements to the service she provides.

It is not yet outstanding because:

- Although the childminder and her assistant have completed recent training courses, they have yet to develop an ambitious plan to continually improve their professional knowledge, aimed at achieving the highest quality provision.
- The childminder and her assistant do not consistently focus on providing children with the highest levels of challenge during some activities so that they make the best possible progress.

What the setting needs to do to improve further

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

- target professional development opportunities to further enhance the already good knowledge and teaching
- enhance the good teaching to provide children with greater levels of challenge during their play so that they make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this had on children's learning and development.
- The inspector had a tour of the premises and viewed the resources available for the children.
- The inspector spoke with the childminder, her co-childminder, her assistant and children at appropriate times during the inspection.
- The inspector considered the written views of parents.
- The inspector sampled a range of documents, including the evidence of suitability checks and children's records.

Inspector

Amanda Perkin

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. The childminder and her assistant complete relevant training to keep their child protection knowledge and skills up to date. The childminder develops and monitors her assistant's practice effectively. For instance, by meeting for regular reviews. The childminder, together with her co-childminder and assistant, undertake thorough checks of children's progress to help them identify and plan for the next steps in their learning.

Quality of teaching, learning and assessment is good

The childminder provides a range of activities that helps ensure children experience a balanced curriculum. Children have many opportunities to follow their interests. For example, the childminder reads them their requested storybooks. The childminder uses spontaneous opportunities effectively to teach children new words and encourage their conversation skills. For example, children delight at making 'spider' and 'bird' pictures with their hands, from the shadows on the wall. Children enjoy opportunities to make marks and explore using their senses, such as during finger painting and using playdough.

Personal development, behaviour and welfare are good

The experienced childminder and her assistant establish high-quality relationships with the children in their care. Children settle quickly and develop their confidence and self-esteem. This helps them to feel emotionally ready to learn. The childminder and her assistant are good role models for children and treat them with kindness and respect. Children behave well and use good manners. They independently choose from the good range of activities and resources available. Children know that they must wash their hands after using the toilet or before eating and develop good independence skills. The childminder supports children to understand risks and learn how to keep themselves safe. Children are supported to lead a healthy lifestyle. For example, the childminder provides healthy snacks, teaches the children about sun safety and ensures drinking water is always easily accessible.

Outcomes for children are good

Children are making good progress in their development. This supports them to be prepared for their next stage in learning. Children are learning to identify colour and count. They show good listening and attention skills. Children practise their good physical skills. For example, they join in action rhymes and use good hand-to-eye coordination skills, such as when moulding dough and threading.

Setting details

Unique reference number	133387
Local authority	Oxfordshire
Inspection number	1126960
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 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 1997 and lives in Abingdon, Oxfordshire. She works with a co-childminder and has an assistant. The childminder holds a level 3 qualification in childcare and education. She offers care on a daily basis, before and after school, and during school holidays. The childminder receives funding to provide early education for children aged three years.

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