

Childminder report

Inspection date	11 September 2018
Previous inspection date	18 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder supports children's learning well, overall. She assesses their progress routinely and plans challenging activities to help them make good progress from their starting points.
- Children who enter the setting with development levels lower than other children of their age make steady progress with the childminder's support.
- Children are excited by their learning and the childminder teaches them lots of new skills to prepare them well for their next stages in learning and for school.
- The childminder develops positive relationships with children and their parents. Behaviour is good, children are settled and secure, and they learn to keep themselves safe.
- Parents are complimentary about the childminder's practice and comment that their children love attending her setting.
- The childminder has a good understanding of safeguarding procedures, and keeps her knowledge and understanding up to date.

It is not yet outstanding because:

- The childminder sometimes does not make the best use of opportunities to encourage reluctant writers, particularly boys, to engage in mark-making experiences.
- At times, the childminder does not give children sufficient time to think about and provide their responses to questions and instructions.

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 develop early writing skills through a wide range of experiences, particularly for boys who are reluctant to make marks
- consider ways to give children more time to think about how they want to respond to answers and instructions, to support their communication and language skills further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder and children at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, evidence of the childminder's training and written comments from parents.

Inspector
Gill Little

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to recognise indicators of children at risk of harm, and what to do if she has concerns about their welfare. She provides a safe and secure play environment, and supervises children closely to reduce the possibility of accidents or incidents. The childminder monitors her assistant's practice routinely, such as discussing and agreeing their policies regularly to ensure consistency. She evaluates her own practice thoughtfully and has made positive improvements since the last inspection. For example, she incorporates more opportunities for children to practise counting and explore measurements to support their mathematical development.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to identify children's capabilities when they enter the setting and she keeps them well informed of their progress. She has an enthusiastic approach to supporting children's learning and provides a good range of experiences that engages their interest effectively. For example, children thoroughly enjoy make-believe play with dolls and related resources. They develop a wide range of relevant vocabulary as they engage in discussions with the childminder. The childminder provides relevant information to parents to share with other settings and other professionals, to encourage consistency in children's care and learning.

Personal development, behaviour and welfare are good

The childminder encourages children to learn how to keep themselves safe, such as reminding them about safety rules when using resources. She provides regular opportunities for children to enjoy fresh air and exercise to support their health, and she teaches them about good hygiene. The childminder is a good role model. She helps children to respect people who are different from themselves, for example, through exploring cultural festivals and resources that reflect diversity in society. The childminder encourages children to be confident and to take pride in what they achieve.

Outcomes for children are good

Children develop a wide range of important skills. They learn to concentrate carefully and be kind to each other, which prepares them well for school. Children develop a good understanding of mathematics, as they compare sizes and count carefully. They develop good hand-to-eye coordination as they thread beads onto strings or stack them into towers. Most children become confident communicators and those who speak English as an additional language understand and follow routines. Children enjoy listening to stories and have some opportunities to develop early writing skills.

Setting details

Unique reference number	134120
Local authority	Oxfordshire
Inspection number	10065435
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 September 2015

The childminder registered in 1994 and lives in Oxford. Her daughter works as an assistant during out-of-school hours. The childminder offers full-time care on weekdays throughout the year.

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