

Childminder report

Inspection date	5 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 knows the children in her care very well. She carefully plans activities linked to their interests. Children are fully engaged in their learning and make good progress.
- The childminder uses good systems for assessing children's progress. She knows individual children's needs and next steps well, and plans effectively to move them forward in their learning.
- Children are happy and relaxed in the childminder's home. She supports their emotional well-being very effectively. Children are helpful and consistently use good manners.
- Partnerships with parents are good. The childminder works closely with parents and gives advice to help them support their children's care and development at home.
- The childminder uses self-evaluation well to identify areas for improvement. For instance, she regularly checks the impact that toys and activities have on engaging children's interest and learning, updating resources where needed.

It is not yet outstanding because:

- The childminder does not consistently allow sufficient time for younger children to answer questions.
- Occasionally, the childminder misses opportunities to extend children's interest in recognising numerals and to develop their mathematical understanding further.

What the setting needs to do to improve further

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

- provide children with more time to think and respond to questions
- make better use of opportunities as they occur to help children to develop their interest in recognising numerals and mathematical understanding further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the children's learning and their progress with the childminder.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector checked safeguarding information and the safety of the premises.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder clearly understands the signs and symptoms that may cause concern about the welfare of a child in her care and knows the referral procedures to follow. She has made herself aware of how to identify children who may be at risk of extremes of behaviour. The childminder keeps children safe through regular risk assessments. For example, she carefully teaches them how to behave around animals they may encounter. The childminder regularly reflects on her teaching and identifies additional opportunities to build on her skills even further.

Quality of teaching, learning and assessment is good

The childminder provides a good range of toys to stimulate children's curiosity as they play. For example, children enthusiastically explore the working parts on different toy vehicles, which helps to develop their technology skills. The childminder introduces counting and number language during play. For instance, children counted the number of train coaches as they added them to their toy engine. They benefit from regular opportunities to explore outdoors and be active. For example, toddlers confidently and safely extend their physical skills as they learn to climb up a small slide or make small ride-on toys move. The childminder provides ongoing commentary to their play and routines. Overall, children are gaining good communication and language skills.

Personal development, behaviour and welfare are good

Children behave well and are kind and gentle towards each other. The childminder models good manners, such as how to share and take turns during play and activities. Children receive constant support to learn to care for their resources and their environment. For example, they clearly enjoy tidy time. Children develop their social skills as they play in larger groups of children, for example, while at local groups with the childminder. The childminder supports them in learning about people whose experiences may be different to their own. Children have access to a wide range of toys and activities which helps them to develop an awareness of the wider world.

Outcomes for children are good

Children gain important skills for the future and their eventual move to school. Children develop their dexterity and understanding of mathematical shapes and sizes, for example, as they build towers with construction kits. They eagerly make marks with paints and chalks. Older children successfully use coloured pens and pencils to show their ideas and can often write their names. Children communicate their needs effectively and build a secure vocabulary. They enjoy physical and creative activities. For example, they excitedly jump up and down, and perform actions when singing together. Children like stories and look forward to their regular visits to the library with the childminder.

Setting details

Unique reference number	EY537131
Local authority	Oxfordshire
Inspection number	10057189
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Carterton, Oxfordshire. Her service is open Monday to Friday from 7.30am to 6pm, for most weeks of the year. She holds a recognised early years and childcare qualification at level 3.

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Piccadilly Gate
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