

# Childminder report

<b>Inspection date</b>	3 October 2018
Previous inspection date	24 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is very kind and caring. She welcomes children into her home and offers lots of cuddles and praise during the day. Children show good levels of well-being and demonstrate that they enjoy their time with the childminder.
- The childminder provides activities and resources that appeal to children. Children show a positive approach to their learning. They confidently make choices about what to do and concentrate well for their age.
- Overall, the childminder effectively builds on what children already can do. She listens and observes them closely and makes good use of questioning, commenting and demonstrating to help each child extend their skills further. Children make good progress in their learning.
- Children develop good levels of independence for their age. The childminder works well with parents to help younger children begin to meet their own self-care needs.

### It is not yet outstanding because:

- The childminder does not routinely gather detailed information about the children's developing skills and interests from home to help her plan even more accurately for each child's next steps in their learning.
- The childminder does not consistently make the best use of her self-evaluation or opportunities to update her teaching skills further to identify ways to enhance children's learning to an even higher level.

## What the setting needs to do to improve further

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

- gather more detailed information about children's learning and emerging interests at home in order to monitor and plan for their ongoing progress even more precisely
- make better use of self-evaluation and professional development opportunities to raise the quality of teaching and outcomes for children even further.

### Inspection activities

- The inspector observed the interactions between the childminder and children in the childminder's home and garden.
- The inspector discussed with the childminder the learning that was taking place.
- The inspector took account of the views of parents.
- The inspector discussed the childminder's understanding of her safeguarding responsibilities.
- The inspector looked at documentation, including children's records and the childminder's policies.

**Inspector**  
Sarah Holley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe. She knows how to recognise and respond to any concerns about a child's welfare. The childminder monitors each child's progress well to identify any possible gaps in learning. She shares this information with parents and supports them to obtain any additional support that their child might need. She builds useful partnerships with staff at nurseries or pre-schools that children also attend to provide good levels of continuity for each child's care.

### Quality of teaching, learning and assessment is good

The childminder uses her accurate assessments to plan activities that suit the developmental needs of each child. For example, she provides younger children with a wide range of story books from which they can choose. The childminder then builds on their interests in the pictures to extend their speaking, listening and physical skills well. For example, children enjoy making the animal sounds with the childminder and repeating back the names of the animals. They enjoy turning the pages of the books themselves. The childminder makes good use of spontaneous opportunities to teach children about numbers and counting. For example, she counts children's arms, legs and fingers as they get ready to go outside. Children listen carefully and enjoy answering questions, such as, 'What number is next?'. Children begin to develop their early writing skills. For example, they use chalks outside to draw simple shapes and pictures and enjoy telling the childminder about what they have drawn.

### Personal development, behaviour and welfare are good

The childminder meets the care needs of each child well. For example, she provides healthy snacks. Children play energetically in her garden, for example, when they use ride-on toys. Children behave well for their age. They listen to the childminder's instructions and follow the simple house rules to keep themselves safe. Younger children confidently find their coats and shoes and enjoy trying to put them on for themselves. There are warm bonds between the childminder and the children. Children show that they see the childminder as someone they trust. For example, they look to her for reassurance when feeling a little shy around visitors.

### Outcomes for children are good

Children make good progress and develop a good set of skills in preparation for their future learning, including the move to school. They develop a positive view of learning and the confidence to 'have a go'. Children learn to manage age-appropriate tasks for themselves. They learn to make their needs known. Children learn to recognise familiar words, such as their names and to use and recognise numbers. They learn about the natural world, such as, during walks to local parks to enjoy fresh air and to feed the ducks. Children learn about the local community and the wider world. For example, the childminder takes them to groups where they meet lots of different people.

## Setting details

<b>Unique reference number</b>	EY305132
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065517
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	24 May 2016

The childminder registered in 2005. She lives in the Cherwell Heights area of Banbury, Oxfordshire. The childminder offers care all day, Monday to Friday, throughout the year.

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