

# Childminder report

<b>Inspection date</b>	29 October 2018
Previous inspection date	16 November 2015

<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 and her assistant develop positive relationships with children and help them practise important skills for independence. Children behave well and understand routines and expectations.
- Children have good opportunities to be physically active and to develop their coordination skills. They enjoy nutritious food and learn how to keep themselves healthy and safe.
- The childminder has a good understanding of children's individual needs and capabilities, and she assesses their development routinely to plan relevant activities. Children make good progress in preparation for their future school lives, including those whose starting points in learning are lower than other children of their age.
- The childminder monitors the work of her assistant effectively. Together, they support children well overall to develop a wide range of skills across all areas of learning.
- The childminder and her assistant have a good knowledge of safeguarding. They supervise children well to help reduce the risk of accidents and incidents.

### It is not yet outstanding because:

- At times, the childminder does not give children sufficient opportunity to respond before asking another question or making another statement.

## What the setting needs to do to improve further

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

- extend interactions further to give children time to respond and be more involved in discussions.

### 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, her assistant and children at appropriate points during the inspection.
- The inspector looked at children's assessment records, written comments from parents, the childminder's self-evaluation form and evidence of training for the childminder and her assistant.

### Inspector

Gill Little

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant keep their knowledge and understanding up to date. They are able to recognise indicators of a child being at risk of harm, and know what to do if they have concerns about a child's welfare. The childminder works closely with her assistant to monitor and develop his practice, such as reviewing policies together. She takes some steps to improve her own practice successfully. For example, following training, she has a deeper understanding of how to support children who have special educational needs and/or disabilities. The childminder reflects on her practice routinely and receives positive feedback from parents who state that children enjoy attending and are happy and comfortable.

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

The childminder and her assistant know children well. They work closely with parents to share information about children's progress, identify gaps in learning and seek additional support for children where needed. The childminder and her assistant engage children well in activities. For example, they encourage children to experiment with creative equipment and materials, and they make suggestions to extend children's learning. The childminder helps children to develop their mathematical awareness, for example, she refers to number and mathematical language during their play and routines. The childminder provides an effective narrative overall and incorporates a wide range of vocabulary to support children's communication and language skills.

### Personal development, behaviour and welfare are good

The childminder and her assistant have a friendly and welcoming approach that helps children feel secure. They are patient and encouraging, for example, they support children to develop a wide range of skills for independence. The childminder and her assistant are good role models who help children to be polite and caring, and to be respectful to people who are different from themselves. They provide lots of opportunities for children to exercise and enjoy fresh air to support their physical health. The childminder and her assistant encourage children to have a positive approach to eating healthy food and demonstrate this as they invite children to help with food preparation. They remind children about safety rules to help keep themselves safe.

### Outcomes for children are good

Children enjoy making marks as they experiment with different tools and materials, preparing them well for early writing. They enjoy listening to stories read with enthusiasm by the childminder. Children develop good skills for independence as they practise putting on their shoes and coats and brushing their teeth. They enjoy a wide range of opportunities to develop physical skills and coordination, such as chasing and popping soap bubbles, in the garden. All children engage positively in activities and show a good understanding of language as they follow routines and instructions. Some children become confident communicators.

## Setting details

<b>Unique reference number</b>	133635
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065424
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 November 2015

The childminder registered in 1998 and lives in Shrivenham, Wiltshire. She works with her partner who is an assistant. The childminder provides funded early education for three-year-old children. She offers full-time care on weekdays throughout the year, including out-of-school care.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

