

Childminder report

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| Inspection date | 9 August 2018 |
| Previous inspection date | 31 March 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

- Good relationships between the childminder and the children ensure children are emotionally secure while in her care. For example, children are confident to ask the childminder to help them if needed.
- Children have access to a broad range of resources and experiences. They make good progress in all areas of development. The childminder monitors their ongoing development and plans for their next stage in learning.
- The childminder has a positive approach to making improvements to the service she provides for children. For example, she frequently reflects on how she will keep all children safe, and regularly practises her evacuation plan.
- The childminder provides children with regular opportunities to socialise and mix with others and develop good social skills. This helps extend their knowledge and understanding of diverse lives, cultures and backgrounds of people in the wider world.

It is not yet outstanding because:

- At times, routine activities are not organised so children have a clear understanding of expected behaviour.
- The childminder does not use assessment systems as well as possible to monitor the progress of children and to build further on their good progress.

What the setting needs to do to improve further

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

- review the routines at mealtimes to build further on children's understanding of expected behaviour and provide consistency
- refine the assessment of children's achievements to obtain a more detailed analysis of the impact of teaching to help children make the best progress possible.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector looked at a sample of documents, including children's learning records, the childminder's training documents, and policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector and the childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account the written views of parents.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the requirements and her responsibilities to keep children safe from harm. She completes regular training to ensure she is confident in following procedures and knows whom to contact if she has a concern about a child's welfare. The childminder continues to identify training to extend and develop her professional skills and expertise. For instance, she demonstrates a comprehensive training plan, which includes how to support children to learn that technology has a purpose. The childminder makes good use of risk assessments to minimise hazards. She has robust procedures in place for keeping children safe on outings and plans for these effectively. For example, she considers lengths of journeys, weather conditions and any health needs of children.

PR - Inspection Findings went significantly onto second page, so requested inspector amend.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play. She takes account of children's interests to plan activities they enjoy, which motivates them to learn. For example, she encourages children to name shapes as they enjoy investigating a variety of different shoes with patterns and textures. Children join in new experiences. For example, they confidently use their fingers to press the keys on a piano, and thoroughly enjoy listening and taking part in singing rhymes with the childminder. The childminder quickly follows children's ideas. She reads books of their choice, repeats words, and changes her voice to gain children's attention. This successfully supports their communication and language development. The childminder observes children regularly and shares children's progress with parents and other settings children attend. This shared approach to learning successfully helps support children to make good progress from their starting points.

Personal development, behaviour and welfare are good

Children behave well as they play alongside each other. The childminder helps them to understand the importance of taking turns in their play. Children have high levels of independence and are proud of their achievements. The childminder encourages children to be helpful. For example she asks them to help tidy away toys when they have finished play. Children enjoy regular outings and have opportunities to develop their physical skills. For example, they take part in trips to parks and enjoy outings where they pick fruit. Furthermore, children discuss the benefits of eating fresh fruit and vegetables as they make collages of different foods. The childminder helps children to manage their personal care well. Children benefit from the attention the childminder consistently gives. This helps children to build trust and feel secure in their surroundings.

Outcomes for children are good

Children develop good skills to prepare them for future learning and in readiness for

school. Children communicate confidently, they ask questions and indicate their needs. This improves their understanding and growing knowledge of their world around them. Children are curious, for example, they safely explore how a fan works. Children develop their early writing skills. They take part in a range of ways to make marks.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY251047 |
| Local authority | Oxfordshire |
| Inspection number | 10060828 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 4 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 31 March 2015 |

The childminder registered in 2003. She lives in Woodcote, Berkshire. The childminder works Monday to Friday from 7.30am to 6pm, for most of the year. She receives funding for the provision of free early education to children aged two, three and four years. The childminder has an early years qualification at level 3.

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