

Childminder report

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| Inspection date | 6 November 2018 |
| Previous inspection date | 2 February 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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

- Children are very settled and happy. They show good levels of well-being. There are warm attachments between them, the childminder and her assistant.
- The childminder has worked well with other professionals to improve her skills and the quality of her teaching. The quality of teaching is now good and children make good progress from their starting points.
- The childminder monitors and assesses each child's learning and accurately identifies what each child needs to learn next. She uses this information well to plan activities that help children enjoy learning and progress well.
- The childminder provides children with a wide range of experiences that help them to make links between different parts of their lives and to learn about their local community.
- The childminder builds supportive partnerships with parents. For example, she works closely with them to help children manage well, the change to their routines of being cared for away from home.

It is not yet outstanding because:

- The childminder does not consistently introduce counting, numbers and mathematical language into children's play and learning.
- The childminder does not build fully on older children's developing interest in and understanding of different letters and the sounds they represent.

What the setting needs to do to improve further

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

- make more consistent use of opportunities to teach children about numbers and other mathematical concepts to support further their mathematical development
- improve opportunities for older, most-able children to learn about letters and the sounds they represent in order to build further on their developing literacy skills.

Inspection activities

- The inspector observed the childminder and the children in the childminder's home and accompanied them on a short outing in the local community.
- The inspector spoke with the childminder about the learning that was taking place.
- The inspector took account of parents' and children's views.
- The inspector spoke with the childminder and her assistant about their understanding of safeguarding, child protection and first aid.
- 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 and her assistant attend regular training to update their knowledge. They both understand their safeguarding responsibilities and know what to do if they are concerned about a child's welfare. The childminder ensures her home is safe, secure and welcoming. The childminder reflects well on her provision in order to identify and make further improvements. She uses her new skills from training effectively. For example, she is now monitoring children's progress more thoroughly in order to identify any gaps in their learning. She shares her learning with her assistant so that he is able to fulfil the requirements of his role well.

Quality of teaching, learning and assessment is good

Children enjoy taking part in the interesting activities that the childminder plans. For example, they enjoy drawing and colouring and then talking with the childminder about the pictures they create. They listen to stories and talk about what they can see in the illustrations. The childminder and her assistant teach children new physical skills well. For example, they teach younger children how to use tongs and large tweezers and older children how to move their bodies to make the swing move. Children develop good personal and social skills. For example, they enjoy meeting different people on walks in the community and learn to travel by different forms of transport.

Personal development, behaviour and welfare are good

Children behave well and are learning to keep themselves safe. For example, they know to listen to the childminder when out on walks and to wait and watch for traffic before crossing the road. They choose confidently from the wide range of resources in the childminder's home. They talk excitedly with the childminder about their families and homes, making links as they do so. For example, as they draw wheels on a picture of a car they discuss the features of their parents' cars. The childminder is a good role model. She is very encouraging and kind and offers children lots of praise for their achievements. She meets each child's care needs well. For example, she plans daily opportunities for physical play and fresh air.

Outcomes for children are good

Children make good progress from their starting points in preparation for their future learning and eventual move on to school. They develop a positive attitude towards learning and the confidence to try and do things for themselves. For example, older children learn to put on their own shoes and coats. Younger children concentrate well as they connect the parts of a toy train track. All learn new words, to take part in conversations and to make their needs known.

Setting details

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| Unique reference number | 133568 |
| Local authority | Oxfordshire |
| Inspection number | 10080456 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 7 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 2 February 2018 |

The childminder registered in 1992 and lives in Banbury, Oxfordshire. The childminder works with her partner who is a registered assistant. She receives funding for the provision of free early education for children aged three and four years.

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