

Childminder report

Inspection date	13 November 2018
Previous inspection date	27 January 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

- Children enjoy attending this welcoming setting and they engage well in activities.
- The childminder establishes positive relationships with children and their families. She is a good role model and supports children to respond successfully to her expectations for their behaviour.
- The childminder teaches children a wide range of skills to prepare them well for the next stages in their learning. This is particularly evident in relation to mathematics and hand-to-eye coordination.
- The childminder assesses children's development to plan for what children need to learn next. She uses this information well to provide challenging activities that help children to make good progress, ready for school.
- The childminder has a good understanding of the safeguarding procedures to help keep children safe.
- The childminder works closely with her assistant to meet the legal requirements and maintain good standards of practice.
- The childminder evaluates her work well to identify and address areas for development to improve outcomes for children further.

It is not yet outstanding because:

- The childminder does not consistently extend children's learning about people who are different from themselves, to develop their awareness of diversity further.
- At times, the childminder does not build effectively on ways to encourage reluctant writers, particularly boys, to explore how to make marks and to write for a purpose.

What the setting needs to do to improve further

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

- extend the opportunities for children to learn more about their similarities and differences to support their awareness of diversity further
- encourage reluctant writers, particularly boys, to explore different ways of making marks and to give meaning to these.

Inspection activities

- The inspector observed activities indoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the children, childminder and her assistant at appropriate points during the inspection.
- The inspector looked at children's assessment records, and evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector took account of the views of parents from written comments.

Inspector

Gill Little

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of how to identify and respond to any concerns about children's welfare. She keeps herself and her assistant up to date with relevant procedures, such as being alert to children at risk from extreme views and behaviours. The childminder monitors the work of her assistant appropriately, providing direction and sharing information about how best to support children. She reflects on her practice to further her professional development. For example, the childminder has researched and introduced new processes to enable a better understanding of how to plan effectively for children's learning needs.

Quality of teaching, learning and assessment is good

The childminder has introduced a new system to monitor children's progress that works effectively to close any gaps in their learning. She works well in partnership with other settings that children attend, to share information and make accurate assessments of children's capabilities. The childminder engages parents effectively in their children's education to share ideas and guidance to support their progress further. Together with her assistant, she provides stimulating activities that children thoroughly enjoy. For example, the childminder and her assistant demonstrate how to use new tools. They explain how different materials mix together, as children enjoy making modelling dough. The childminder and her assistant engage children positively in discussions and challenge their thinking, which effectively supports their language skills and understanding of how things work.

Personal development, behaviour and welfare are good

The childminder and her assistant support children successfully to feel secure and confident. They help children to be kind to others, to cooperate with routines and to play well together. The childminder encourages children to develop their skills in being independent. She encourages children to dress themselves independently and manage their own toileting needs, which is important for their future school lives. The childminder encourages children to follow healthy lifestyles and teaches them how to keep themselves safe. For example, she explains safety rules and helps children consider the potential consequences of unsafe behaviour. The childminder helps children develop a basic understanding of the similarities and differences between themselves and others.

Outcomes for children are good

Children are keen and curious learners who enjoy trying new skills. They develop a good command of language as they explain their thinking, ask questions and make suggestions. Children enjoy using different tools to squeeze, scoop, pour and mix, which helps them to develop the muscle control they will need to develop future writing skills. They demonstrate a secure understanding of mathematics. Children count with confidence and use the language of measurement as part of their play. They develop good early reading skills and learn to recognise letters, sounds and familiar words through their play and daily routines.

Setting details

Unique reference number	EY253207
Local authority	Oxfordshire
Inspection number	10060856
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	5
Number of children on roll	8
Date of previous inspection	27 January 2015

The childminder registered in 2003. She lives in Banbury, Oxfordshire. The childminder employs her daughter as a registered assistant to cover for emergencies. She receives funding for the provision of early education for children aged three years. The childminder offers care from Monday to Thursday, including out-of-school care, throughout the year. She offers out-of-school care only on Fridays. The childminder's assistant holds a recognised early years qualification at level 3.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

