

Childminder report

Inspection date	26 November 2018
Previous inspection date	26 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

This provision is good

- Children show good levels of well-being. They are happy and settled in the childminder's home. They respond well to the encouragement and support that the childminder offers.
- The childminder helps children successfully to engage in meaningful and worthwhile play and learning. She shows children how to use toys and resources to play imaginatively and cooperatively. Children watch her carefully and enjoy joining in.
- The childminder focuses well on helping children to develop their speaking and listening skills. For example, she models clear language and encourages children to describe what they are doing and answer simple questions.
- The childminder builds strong partnerships with parents. For example, she offers help and advice so that parents can continue to support children's learning at home.
- The childminder does not establish what children already know and can do before they start as quickly as she could, to monitor their progress right from the start.
- The childminder has not made the most of opportunities to reflect on what she does and improve her skills further, to develop the quality of her teaching 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:

- find out more about children's skills and abilities when they first start, to monitor their progress even more thoroughly
- enhance the use of self-evaluation and professional development to improve existing good teaching and practice further.

Inspection activities

- The inspector observed children and the childminder in the childminder's home.
- The inspector discussed the quality of teaching and learning that was taking place with the childminder.
- The inspector took account of the views of parents.
- The inspector talked with the childminder about her understanding of safeguarding, risk assessments and first aid.
- The inspector looked at documentation, including the childminder's policies and children's records.

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 ensures her home is safe and secure and supervises children closely. She knows what to do if she has concerns about a child's welfare. She accurately identifies when children are not progressing as well in some areas as others. She then plans effectively to help children catch up. For example, she gradually introduces paint, dough and messy play to children who are less keen to explore different textures.

Quality of teaching, learning and assessment is good

Children are keen to learn and explore. The childminder uses her regular and accurate assessments to plan activities that they will enjoy and that will help them to develop new skills. For example, children are excited to join her in a pretend game of 'cooking'. They develop their hand-to-eye coordination as they carefully pour water into toy cups. They make links with other parts of their lives, such as by talking about what they like to eat at home. The childminder extends their learning well. For example, she talks children through the different steps to cook and serve pretend pasta; children listen attentively and carefully follow the instructions. As children play, the childminder introduces mathematical language well, such as by describing to children the shape and size of items they find interesting.

Personal development, behaviour and welfare are good

The childminder meets children's emotional needs well. She invites children and their parents to spend time in her home before children are left in her care. Children become comfortable in her company and manage the change to their routine with confidence. She teaches children to be independent and to manage age-appropriate tasks for themselves. For example, children enjoy getting books they have brought from home out of their bags and learn to wash their hands before meals. The childminder meets their care needs well. For example, she works with parents to introduce children to a wider range of healthy food. She ensures that all children have access to fresh air daily.

Outcomes for children are good

Children make good progress. All children learn to share, to manage their emotions and to consider the needs of each other. They learn about their local community and the natural world, such as during trips to organised toddler groups and local parks. The childminder introduces them to celebrations from their own and others' cultures. They learn to enjoy stories and to handle books with care. As the start of school or nursery approaches they learn to recognise their names and begin to write recognisable letters.

Setting details

Unique reference number	EY431033
Local authority	Oxfordshire
Inspection number	10060450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 March 2015

The childminder registered in 2011. She lives in Didcot, Oxfordshire. The childminder operates all year round, from 8am to 5.30pm from Monday to Friday. She 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

