

Childminder report

Inspection date	7 January 2019
Previous inspection date	17 January 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

This provision is good

- Safeguarding is effective. The childminder and her assistant have a good understanding of the signs of abuse and how to take prompt and effective action to keep children safe.
- The childminder undertakes regular and accurate assessments of children's learning. She monitors their progress closely to make sure that any gaps in their development are addressed promptly and effectively.
- The childminder has a positive attitude towards improving her setting and has addressed all the actions raised at the previous inspection. She has worked with her local authority advisor to develop the quality of her setting.
- Children are very settled and happy in the childminder's care. The childminder and her assistant have formed close relationships with children and treat them with warmth and respect.
- The outdoor environment is very well resourced to support children across all areas of learning. They enjoy exploring the wide range of resources and activities available to them and get plenty of physical exercise.
- The childminder and her assistant regularly discuss how they can improve on the learning experiences they provide for children. However, the childminder has not yet identified priorities for professional development, to help raise the quality of teaching to the highest level.
- On occasion, the childminder does not plan to ensure that children are consistently engaged in activities that are worthwhile, or that fully support the next steps in their learning.

What the setting needs to do to improve further

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

- enhance self-evaluation to identify clear priorities for professional development, to help drive the quality of teaching to the highest possible level
- refine the planning of activities to focus even more precisely on supporting children's next steps and maximising their engagement in activities.

Inspection activities

- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector observed a planned activity.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at written feedback from parents and took account of their views of the provision.
- The inspector reviewed a range of documents, including policies and procedures, risk assessments, and records of children's learning.

Inspector

Carla Roberts

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good understanding of the learning and development requirements and supports children's all-round development very effectively. Her close monitoring of children's progress means that she promptly identifies when children are at risk of falling behind their peers. The childminder works very closely with parents to support those children, which enables them to catch up as quickly as possible. The childminder has established highly effective partnerships with other settings children attend. She shares information about their achievements regularly to ensure a consistent approach to the teaching they receive.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. She builds on her knowledge of their interests and how they learn, to plan activities to meet their needs. Children are eager to play and learn. The childminder and her assistant support children's language development well. For example, they model language for younger children to help them learn new vocabulary quickly. They listen intently to what children say, and ask them questions to extend their thoughts and ideas. Children of all ages benefit from planned activities that support their exploratory skills across a range of areas of learning. For example, they search through leaves to find hidden toy insects using utensils, such as tweezers, scissor scoops and magnifying glasses.

Personal development, behaviour and welfare are good

The childminder and her assistant provide children with lots of praise. This helps to promote children's pride in their achievements and they show high levels of confidence. Behaviour is very good, and children play well together. The childminder supports children to build relationships with each other. For example, they sit together to eat their packed lunches and talk about their sandwich fillings. Children learn important independence skills, which prepares them in readiness for school. The childminder patiently supports younger children to unbuckle their shoes themselves. Children know where to hang their coats when they come in from outside, and help to tidy up before lunch.

Outcomes for children are good

All children make typical progress from their starting points, with some children exceeding in areas of their development, such as speech. Older children initiate conversations with peers and adults, such as talking about activities they enjoyed during the Christmas break. Younger children are inquisitive and ask questions as they play. They develop a growing understanding of mathematics as they count in turn, the number of legs on insects. They use actions to describe 'up' and 'down' when singing 'The grand old Duke of York' during nursery rhyme time.

Setting details

Unique reference number	EY492575
Local authority	Oxfordshire
Inspection number	10079054
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	17 January 2018

The childminder registered in 2015. She lives on the outskirts of Oxford. The childminder's husband works with her as a registered assistant. The childminder provides care from 7.30am until 6pm on weekdays, including out-of-school care, all year round, except for Christmas and family holidays.

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

