

# Childminder report

<b>Inspection date</b>	16 January 2019
Previous inspection date	23 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder supports children's learning and development well. For example, she tailors activities to meet children's developmental needs and next stages in learning.
- All children make good progress in their development from the moment they join, including those with any gaps in their learning. The childminder tracks children's progress regularly to monitor their development closely. She carries out ongoing observations and makes good use of these to form accurate assessments.
- Children learn how to lead healthy lifestyles. The childminder helps children to make healthy food choices for snacks, and parents provide well-balanced lunches.
- The childminder raises children's self-esteem and well-being sensitively. She constantly rewards children with praise and smiles for their achievements.
- The childminder carries out thorough risk assessments to help keep children safe. For instance, she carries out safety checks with the children before crossing the road on outings.
- The childminder does not make the best use of self-evaluation to reflect on her practice and identify improvements to her teaching and provision, to help raise children's outcomes to a higher level.

## What the setting needs to do to improve further

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

- develop the use of self-evaluation, including reflecting on practice to identify improvements to raise the quality of teaching and the provision to a higher level.

### Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and children's learning and development.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of who to contact if she has any concerns about a child's welfare. She makes good use of training to ensure that her knowledge and skills are up to date. The childminder works in close partnerships with other settings that children attend. She shares regular information with other professionals to build good consistency in children's learning experiences.

### Quality of teaching, learning and assessment is good

The childminder understands how children learn. She offers a wide range of resources and experiences that help to promote all areas of learning. Children make choices from the resources and show good imagination as they create their own play. The childminder carefully intervenes to engage children in new challenges and support their next stages in learning. For instance, she encourages children to count objects and make comparisons of their weight. She introduces new mathematical language, such as 'heavy' and 'light'. The childminder forms good relationships with parents. She shares plenty of information with them to help to support children's care and learning needs. Parents share positive comments about the childminder's provision, stating that their children are happy in her care and that she is 'caring' and 'patient'.

### Personal development, behaviour and welfare are good

The childminder forms close bonds with the children, and they enjoy spending time with her. She makes children giggle and they cuddle up to her to listen to stories. Children have plenty of chances to exercise and spend time in the fresh air, including going for frequent walks and trips to local parks. This helps to challenge their physical skills further. Children behave well. The childminder plays games with children to help to develop their social skills and concentration. Children learn to wait patiently for their turn, and to listen to others and offer their views and thoughts during discussions.

### Outcomes for children are good

All children develop the skills they need to prepare them for their future move to school. Children are motivated to learn and they develop good independence. For instance, they show determination as they make several attempts and then succeed in putting on their own shoes and coats. Children tend to their own self-care needs confidently, such as toileting and hand washing. They develop good early literacy skills, including learning to hold writing tools and draw lines and circles. They enjoy books and recalling events that happen in the stories.

## Setting details

<b>Unique reference number</b>	EY393290
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10060440
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 April 2015

The childminder registered in 2009 and she lives in Bicester, Oxfordshire. The childminder operates from Monday to Friday between 7.30am and 6pm, term time only. During school holidays, she offers occasional care. The childminder has a relevant 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

