

Childminder report

Inspection date	17 January 2019
Previous inspection date	6 August 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

- The childminder knows how to meet children's individual needs. For instance, she recognises when younger children are less confident and offers cuddles and reassurance when they need it, to help support their emotional well-being effectively.
- The childminder makes accurate and succinct observations of children's learning, including relevant progress checks at age two, and closely monitors their progress. She provides activities which interest children and they become motivated learners. Children make good progress in their development from their starting points.
- Partnerships with parents are a key strength of the provision. They say that the childminder 'has made going back to work an easy step'. The childminder keeps parents informed of their children's progress through pictures and both written and verbal feedback.
- The childminder helps children to learn through everyday play. She spends her time sitting on the floor alongside children, providing an ongoing commentary and extending their vocabulary and language skills. Young children learn to say 'crocodile' as she names the animals on the jigsaws. Children giggle with delight and the childminder introduces numbers and counting as they watch the train go round the track 'three times'.
- Children spend their time in a 'home-from-home' environment, where they have daily contact with children of various ages. They have frequent trips out in the local environment and enjoy daily fresh air and exercise.
- The childminder works successfully in partnerships with parents and other settings that children attend. She shares pertinent information with other professionals involved in children's care, to help provide continuity in children's learning and development.
- The childminder does not think about how she can consistently update her knowledge to sustain the good quality of her setting.

What the setting needs to do to improve further

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

- focus professional development more precisely on gaining skills and knowledge to update practice and strengthen the continuous improvement of the setting.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector discussed the planning of activities with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at relevant documentation, such as evidence of training.
- The inspector discussed the procedures for evaluation and the priorities for improvement with the childminder.
- The inspector took account of recent feedback from parents and carers.

Inspector

Susan Marriott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder makes good use of new knowledge she gains from regular training to update her understanding of current child protection procedures. She knows about how to identify if children are at risk of harm, including how to report concerns about a child. The childminder risk assesses her home and supervises children closely to keep them safe. She reflects on her teaching to make changes that benefit children. Parents write glowing references and testimonials and state 'She has carefully nurtured our children and has become part of our extended family'. Parents write that the childminder 'has been a pillar of support to us as parents and is always willing to give sound advice on how to educate and develop our children's abilities to cope with a range of situations'.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and flexibly plans activities which support children's individual interests. She recognises when children need extra support or encouragement and helps them to persist at tasks. For example, as children show interest in fitting together a jigsaw track, she finds the wind-up train to use the track. This helps children to develop a sense of confidence and pride in the new skills they gain. Children enjoy exploring toy vehicles and happily mimic the noise of the police car as they move it around the town road mat. The childminder makes perceptive observations of children's achievements and has recently developed a new computerised format for recording these, linked to the early years outcomes.

Personal development, behaviour and welfare are good

The childminder is calm and friendly and develops close relationships with the children. Children behave very well. The childminder has high expectations for children's behaviour and is consistent in how she promotes this. Children have a warm bond with her. She promotes children's well-being constantly and they have plenty of exercise and fresh air. The childminder makes good use of regular walks to and from school to talk about letters, numbers and shapes in the environment and to help children learn how to keep themselves safe. Children stop at curbs and know to listen and look for danger. They automatically hold the buggy or the childminder's hand to cross the roads safely and know that they can run a short distance ahead when they reach the footpath at the side of the houses.

Outcomes for children are good

All children make good progress in their learning and development relative to their starting points. The childminder gives parents advice to help them continue their children's development at home, such as around learning to use the toilet independently. This helps older children to successfully learn to do achievable things for themselves, in readiness for their eventual move to school. They have plenty of opportunities to develop their independence and self-care skills. For instance, they find their own coats and shoes when getting ready to collect friends from school.

Setting details

Unique reference number	133958
Local authority	Oxfordshire
Inspection number	10065430
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	6
Number of children on roll	8
Date of previous inspection	6 August 2015

The childminder registered in 1993 and lives in Bicester, Oxfordshire. She provides care five days a week, between 7.30am to 6pm, all year round except for family holidays and Christmas. The childminder is in receipt of funding to provide early education for three-year-olds.

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