

Childminder report

Inspection date	22 January 2019
Previous inspection date	15 September 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 has personal experience of shift-work patterns and is committed to offering extremely flexible childcare to families where this can sometimes present additional challenges.
- Children make good progress in their development from their starting points. Activities intrigue children and they become curious and interested learners.
- Partnerships with parents are a key strength of the provision. Parents say that the childminder has 'always brought a professional, thoughtful, organised and expert approach to the care of our child'.
- The childminder knows that children learn best through everyday play. She provides a thoughtful narrative to their exploratory play and continually extends their vocabulary, language and social skills.
- Children enjoy an interesting range of topics and activities that complement their learning elsewhere. Older children are challenged to name a country for every letter of the alphabet or to design their own tartan. They participate in local events, such as the local traders' 'Snowflake competition'.
- Recognising their own strengths and preferences, the childminder and her childminder friend work together effectively to ensure that children enjoy a wide range of stimulating opportunities all year round.
- Children write testimonials about their childminder and say, 'She is like family...she does lots of activities with us and she is so flexible with my mum.'
- The childminder does not focus her continuous professional development on aspects of teaching and learning to further benefit children's outcomes.

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 raise the quality of teaching and learning to the highest possible level.

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, and observation and assessment, with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises. She looked at relevant documentation, such as policies and procedures, and evidence of training.
- The inspector discussed the procedures for evaluation and priorities for improvement with the childminder.
- The inspector took account of written testimonials from parents, carers and minded children.

Inspector
Susan Marriott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her child protection training and is alert to changes in the behaviour of children or adults that raise safeguarding concerns. She knows to whom and how to report concerns about a child. The childminder supervises children closely to keep them safe and carries a small wallet with contact details of the children in case of personal emergency. The childminder completes regular observations of children's achievements and records these every five to six months to track progress. Any emerging gaps in children's development are highlighted and the childminder can see and act upon those aspects which require additional attention. The childminder works successfully in partnerships with parents and other settings that children also attend. She shares pertinent information with other professionals involved in children's care and education, to help provide continuity for children.

Quality of teaching, learning and assessment is good

The childminder promotes children's learning through popular play activities. She observes carefully, questions skilfully and listens perceptively to children to guide them appropriately and promote their learning. Children are invited to decorate giant tree cookies and they concentrate well as they squeeze the tubes of icing over the biscuits. The childminder extends children's vocabulary as she introduces descriptive words, such as 'squiggly', 'zigzag' and 'wiggly'. She consolidates children's colour recognition and counting skills as she asks questions, such as 'Can you find me two pink ones?' Children grin with pleasure when they succeed. They refine their hand and finger movements as they pick up the sugar balls and carefully place them in the desired position on their biscuit. Children exhibit great pride in their finished product.

Personal development, behaviour and welfare are good

The childminder is friendly and children develop close relationships with her and other minded children of various ages. A 'Kindness tree' helps to encourage children to acknowledge acts of kindness among their friends, and postcards exchanged with other childminding settings across the country broaden children's awareness of the world around them. Children behave very well. The childminder consistently promotes sharing and turn-taking, stepping in quickly to show young children how to resolve disputes when they occur. Children experience frequent trips out in the locality and enjoy daily fresh air and exercise as they learn about healthy lifestyles. The childminder values the different countries that children and their families come from. For example, she encourages them to suggest recipes or foods for snack time.

Outcomes for children are good

All children make good progress in their learning and development relative to their starting points. Children develop high levels of independence as the childminder actively encourages them to do things for themselves. When children are reluctant to put on their own coat for example, she makes it into an enjoyable game with a hint of 'magic'. The childminder teaches children useful skills in readiness for their eventual move to school.

Setting details

Unique reference number	EY443977
Local authority	Oxfordshire
Inspection number	10065488
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 September 2015

The childminder registered in 2012 and lives in Bicester. She operates weekdays from 6.45am until 6.30pm all year round including bank holidays, except for family holidays arranged in advance. The childminder is funded to offer free early years education for two-year-old children.

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