

Childminder report

Inspection date	22 January 2019
Previous inspection date	2 May 2014

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 assesses children's skills and knowledge accurately when they first attend her setting. She liaises closely with parents to obtain a detailed picture of children's abilities and routines. This enables the childminder to guide and support children's progress right from the beginning.
- Children's emotional well-being flourishes, supported by a friendly and nurturing childminder. Children enjoy positive relationships in this social and welcoming setting.
- The childminder places a strong focus on developing children's communication and language skills. She talks to them constantly and asks them questions to encourage their learning.
- Children enjoy their play and learning. They concentrate well and become engrossed in activities. The childminder encourages children to do things for themselves and to be independent and active.
- The childminder keeps up to date with new legislation and guidance. For example, she completes training and refreshes her knowledge in a variety of ways to improve her skills to promote good outcomes for children.
- Children do not have many opportunities to practise their early writing skills.
- The childminder does not routinely seek the views of parents to help her evaluate the quality of her provision and effectively identify priorities for improvement.

What the setting needs to do to improve further

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

- create more opportunities to encourage children to develop their interest in early writing to extend their literacy skills
- improve the self-evaluation process and include the views and suggestions from parents to help identify strengths and weaknesses to drive improvement.

Inspection activities

- The inspector observed activities while children played in the indoor play area. She discussed teaching methods with the childminder.
- The inspector observed and evaluated learning with the childminder.
- The inspector looked at children's records and planning and discussed the childminder's policies and procedures.
- The inspector took account of the written views of parents.
- The inspector conducted a tour of the premises.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder undertakes regular safeguarding training to ensure her knowledge is current. She understands her responsibilities to protect children from harm. She knows how to record and report any concerns about children's well-being. The childminder has robust policies in place to keep children safe and she shares these with parents. She ensures that her premises are secure and conducts regular risk assessments to minimise hazards in her play environment. The childminder monitors children's learning and development, and shares their achievements and goals with parents. The childminder reviews her provision to identify any areas for improvement. For example, she has identified further training in behaviour management to benefit her own professional development and all children in her care.

Quality of teaching, learning and assessment is good

The childminder knows children well and links activities to their interests. This helps to enthuse children. For example, children's recent interest in stacking is incorporated in games as they enjoy stacking and posting the bricks which feature a range of different animals. The childminder is an attentive teacher and good role model. She sits alongside children, plays with them and joins in their games. She skilfully seizes opportunities to suggest ideas and extend learning. For example, young children are encouraged to count the cars and small world figures, supporting their early maths skills. They develop physical coordination and concentration as they complete challenging, age-appropriate tasks.

Personal development, behaviour and welfare are good

The childminder gives children's personal, social and emotional development a high priority. They are very happy in her care. New children settle very quickly and securely when they first arrive in the childminder's care. Children show that they feel confident, comfortable and safe. Children behave well. Children practise their physical skills in the garden and in the local parks. The childminder takes children out into the local community and they learn about people who are different from themselves. She teaches children to respect other people and to socialise in groups.

Outcomes for children are good

Children make good progress in their learning. They learn about colours, shapes and counting as they sort objects into baskets. Children listen well to instructions and learn to concentrate. They enjoy choosing books for a story and learn that written words have a meaning. This helps develop early literacy skills. Children enjoy solving simple problems as they play with interactive technology toys. They learn skills to help prepare them well for their next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY270455
Local authority	Oxfordshire
Inspection number	10068983
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	2 May 2014

The childminder registered in 2003 and lives in Abingdon, in Oxfordshire. She operates all year round from 7am to 7pm from Monday to Friday, except for bank holidays and family holidays.

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