

Childminder report

Inspection date	23 January 2019
Previous inspection date	10 February 2016

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 creates a welcoming environment. Children are happy and eager to play and learn. They have plenty of opportunities to choose toys independently from a wide selection of quality resources.
- Children are settled, confident and behave well. They form close relationships with the childminder. Children respond positively to her friendly, calm and consistent approach.
- Children make good progress in their learning. The childminder uses effective systems for assessing their progress. She knows individual children's needs and next steps well and plans effectively to move them forward in their learning.
- Partnerships with parents and other providers are good. Children benefit from this shared approach to their care and learning needs, which improves outcomes for children. Parents are pleased with the care the childminder provides.
- The childminder uses self-evaluation well to identify and address areas for improvement. For instance, she regularly evaluates the impact that toys and activities have on engaging children's interest and learning, updating resources where needed.
- The childminder does not consistently support children to build on their recognition of numbers and to help older children solve simple number problems to extend their mathematical skills even further.

What the setting needs to do to improve further

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

- increase opportunities for children to build their interest in recognising numerals and strengthen older children's mathematical skills even further to help them solve simple number problems.

Inspection activities

- The inspector observed the quality of staff's practice and the impact it had on outcomes for children.
- The inspector observed all areas of the childminder's home used for childminding, and the toys and resources available.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and members of her household, and risk assessment policies and procedures.
- The inspector held discussions with the childminder and the children.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an up-to-date understanding of the procedures to follow if she is concerned about any aspect of a child's welfare. She completes relevant training to keep her child protection knowledge and skills up to date. The childminder stringently risk assesses her premises, and during outings into the community, to help ensure that any potential hazards are identified and minimised. She meets frequently with other childminders to share good practice and gather new ideas for her provision. The childminder regularly attends training and uses this to improve her teaching. For example, she has improved her planning to help her ensure activities provide more consistent challenge.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play. She skilfully follows children's lead and interacts well to build on their existing knowledge and skills. For example, when children played imaginatively with toy ambulances, she expertly provided more toy figures and made suggestions to help them extend their storylines. The childminder provides children with rich opportunities to explore different materials, for example they enthusiastically shaped dough to create baby hedgehogs. Children chose different shaped pasta to create spines or cereal for noses or eyes. The childminder makes the most of opportunities to help children compare mathematical shapes and sizes as they play.

Personal development, behaviour and welfare are good

The childminder uses praise and encouragement to consistently and positively reinforce her expectations to children. She provides clear explanations to help children understand the reasons behind her rules and requests. Children are reminded to use good manners and be polite. They develop a positive attitude to a healthy lifestyle. For example, children learn where their food comes from as when they pick fruit, such as strawberries. Children have ample opportunities to be active. For instance, they are encouraged to join in with energetic physical activities during regular trips to the park.

Outcomes for children are good

Children gain important skills for the future and their eventual move to school. They learn how to make friends and show consideration towards others. Children acquire a wide range of skills. For example, young children develop their dexterity and interest in technology when operating switches and investigating moving parts on toy refuse lorries. They eagerly make marks with chalks and paint during outside play. Older children successfully use coloured pens and pencils to show their ideas and are able to write their names. Children communicate their needs effectively and build a secure vocabulary. Children learn about the wider world as, for example, they visit a local animal sanctuary.

Setting details

Unique reference number	EY305654
Local authority	Oxfordshire
Inspection number	10065518
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 February 2016

The childminder registered in 2005 and lives in Chinnor, Oxfordshire. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays.

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