

# Childminder report

<b>Inspection date</b>	6 February 2019
Previous inspection date	9 June 2014

<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 promotes children's literacy development well. She plans a wide variety of activities to help children to begin to recognise letters and sound them out. The childminder has a good variety of books for all ages of children to enjoy looking through.
- Children develop close relationships with the childminder. She tends to their care needs sensitively, for example comforting babies and settling them down well for their naps.
- Babies and children make good progress in their development from the moment they join the childminder.
- The childminder attends regular training to help to keep her professional development and policies up to date.
- Older children have fewer opportunities to challenge their understanding of the wider aspects of mathematical development, for example adding and subtraction, measuring and weights.
- The childminder does not always make the best use of her self-evaluation in order to raise her provision and children's outcomes to the highest levels.

## What the setting needs to do to improve further

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

- make the best use of self-evaluation to identify ways to improve the provision and children's outcomes to the highest possible levels
- strengthen the opportunities for older children to extend and challenge their mathematical concepts and skills.

### Inspection activities

- The inspector toured 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 discussions during the inspection and written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.

#### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of who to contact if she has concerns about a child's welfare. She has a robust safeguarding policy in place and keeps her training and knowledge up to date. The childminder helps to keep children safe. She constantly risk assesses the environment to ensure that she has minimised any potential hazards. For instance, the childminder checks play equipment in the local park and surrounding areas for safety before children play. Children learn how to keep themselves safe, for example when crossing the roads on outings. The childminder forms close relationships with other settings that children attend. She shares ongoing information to help to offer good consistency in their learning and care.

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

The childminder has a good understanding of how children develop. She provides a stimulating learning environment. When babies and children arrive, they settle happily into play. The childminder carries out regular observations and makes good use of these to track children's progress. She uses her accurate assessments to help to plan towards children's next stages in learning. The childminder forms good relationships with the parents of the children she cares for. She shares regular information about their child's ongoing care and learning needs. Parents comment that their children are keen to attend, and settle quickly.

### Personal development, behaviour and welfare are good

The childminder is calm, friendly and acts as a good role model to children. She helps children to learn to take turns through different experiences, such as playing group games. Children behave well. The childminder promotes healthy lifestyles effectively. She encourages parents to provide well-balanced lunches and talks to the children about healthy food choices. The childminder promotes children's physical development well. For instance, they go on regular walks and trips to the park to get lots of exercise.

### Outcomes for children are good

Babies and children are well prepared towards their next stages in learning and their eventual move to school. Babies learn to take steps towards walking. Older children tend to their own self-care needs, such as hand washing. Children are confident speakers and have good motivation to learn. They show creative skills and design their own pieces of art work. Children are developing early skills in technology. For instance, babies access electronic toys and learn to press the buttons. Older children show a good understanding of how to use these toys and search for familiar letters and sing along to the music.

## Setting details

<b>Unique reference number</b>	507090
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10068982
<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>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 June 2014

The childminder registered in 1992 and she lives in Bicester. She operates between 7am to 5.30pm from Mondays to Fridays, all year round. The childminder is in receipt of funding for the provision of free early education for children aged three and four.

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