

Childminder report

Inspection date	13 February 2019
Previous inspection date	7 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 and her assistants carry out regular observations and assessments of the children, to help to accurately identify children's next steps in learning. All children are well prepared for their next stages in learning and their eventual moves to school.
- The childminder knows the children well and skilfully meets their care needs. Children develop a close bond with the childminder and her assistants and are emotionally secure.
- Children behave well. The childminder acts as a good role model, helping children to understand and build upon their social skills.
- The childminder drives improvement and regularly evaluates her practice together with her assistants. She has worked well to make improvements since her previous inspection.
- The childminder has strong relationships with parents. For example, she completes detailed reports of their children's progress. The childminder shares this information with parents regularly and helps them to be fully involved in their children's learning at home.
- Older children do not always have full opportunities to enhance their mathematical development further.
- The childminder does not make the best use of the outdoor learning environment to help children to continue their all-round learning.

What the setting needs to do to improve further

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

- strengthen the opportunities for older children to develop all aspects of their mathematical development
- enhance the learning experiences for outdoor play, particularly for those who prefer to learn outside.

Inspection activities

- The inspector toured the premises during the inspection.
- The inspector talked to the children, the childminder and her two assistants at convenient times during the inspection.
- The inspector observed children's play and carried out a joint observation with the childminder.
- The inspector sought the views from parents through 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 completes relevant training to keep her child protection knowledge and skills up to date. Her assistants have a secure understanding of who to contact if they have a concern about a child's welfare. The childminder carries out thorough risk assessments to help keep children safe. For instance, she stores cleaning products well out of children's reach. Since the last inspection, the childminder has strengthened the supervision of her assistants. She monitors their practice effectively, for instance by meeting for regular reviews. The assistants state that they feel well supported. The childminder invites their views and suggestions towards their own professional development regularly.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She meets with her assistants regularly to plan effectively towards each child's individual learning needs. The childminder and her assistants make the most of each interaction with the children to enhance their communication and language. For instance, they clearly name different fruits and describe what they see to extend children's vocabulary. The childminder helps older children begin to sound out initial letters in words. For example, she names three objects that begin with the same sound to help children pronounce words more clearly.

Personal development, behaviour and welfare are good

The childminder creates a warm and stimulating environment in the purpose built cabin in her garden. Children learn about healthy lifestyles and benefit from fresh air and exercise on a daily basis. The childminder provides children with a good variety of healthy snacks and teaches them about the benefits of a healthy diet. She actively encourages children to follow good hygiene practices and helps them develop good self-care skills. The childminder reminds children regularly of the rules she has in place to help keep them safe, such as not climbing on the sofa. She explains the reasons for these rules clearly, to help children to learn to manage their own behaviours.

Outcomes for children are good

All children are enthusiastic learners. They make good progress in their development, given their starting points. Children develop their early literacy skills effectively. For instance, younger children enjoy opportunities to make marks and older children practise writing familiar letters. Children regularly practise their strong physical skills. For example, they confidently climb ladders to slides and practise finer movements, such as threading beads onto rope. They are inquisitive and enjoy investigating the good range of resources to see how things work.

Setting details

Unique reference number	EY445362
Local authority	Oxfordshire
Inspection number	10084802
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	18
Number of children on roll	14
Date of previous inspection	7 March 2018

The childminder registered in 2012. She lives in the Horspath, in Oxfordshire. The childminder provides care between Mondays to Thursdays, from 8am until 5.30pm, all year round, excluding family holidays. She has a level 3 early years qualification. The childminder works with two assistants. She is in receipt of funding for the provision of free early education for children aged three years old.

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