

Childminder report

Inspection date	22 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children are happy, secure and settled in this safe and welcoming environment. They demonstrate high levels of confidence and have a wonderful relationship with the childminder.
- Children make good progress. The childminder provides a stimulating environment where children enjoy a wide range of indoor and outdoor play and learning activities. The playroom is well equipped and children make independent choices about their play.
- The childminder plans regular outings for children, such as taking them to toddler groups, nearby parks and the local library. These trips are well risk assessed to ensure all perceived hazards are identified and minimised.
- Children behave very well and are learning to share and take turns. The childminder frequently praises children and they show pride in their successes.
- The childminder accurately evaluates the quality of her practice and takes positive steps to develop it. She has a clear vision for her continuous professional development.
- At times, the childminder does not consistently consider ways to extend and enhance children's good emerging mathematical development further.
- The childminder does not consistently provide parents with clear information about children's next steps.

What the setting needs to do to improve further

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

- enhance opportunities for children to build on and practise their mathematical skills and understanding
- strengthen the arrangements for sharing information with parents about children's next steps in learning in order to provide consistent support for children's learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector viewed the rooms and outdoor area used by children.
- The inspector sampled a range of documentation, including children's development records, and checked evidence of the childminder's safeguarding knowledge.
- The inspector spoke to the childminder and children at various times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and from their written comments.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns about children's welfare. She has a positive attitude to continually developing her knowledge and skills. For example, advanced training has enabled her to develop children's outdoor learning more fully. The childminder has a comprehensive range of documentation which underpins her good practice. She has a good relationship with parents. Parents contribute to the initial assessments of their children's starting points. They appreciate the individual support and attention the childminder provides and say they would highly recommend her.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress effectively. She identifies any gaps in their development which she addresses quickly to help them catch up. She strongly focuses on stimulating children's speaking and listening skills through practical experiences. She provides an exciting range of materials for children to explore. For example, in the garden, children thoroughly enjoyed mixing different jelly with water. The childminder encouraged them to suggest ideas and think about what may happen during their investigations. Children learn to use a variety of tools confidently, for instance young children safely used knives to cut up different jelly. The childminder skilfully introduces new vocabulary, extends sentences and uses repetition to reinforce learning.

Personal development, behaviour and welfare are good

The childminder provides ample opportunities for children to be physically active. For instance, they visit local nature reserves and parks regularly where they walk, run and jump in the fresh air. Children learn about the world around them in very practical ways. They frequently visit local amenities and meet people from different backgrounds. They develop good levels of independence. For example, from an early age, they take great pride in learning to put on their coats and boots before outdoor play. Children build strong friendships as they share ideas and play together.

Outcomes for children are good

Children acquire the skills they need for their next stage in learning and their eventual move to school. Children are inquisitive and enthusiastic learners and develop an interest in books. They enjoy sharing stories with the childminder. They eagerly listen, for instance, as the childminder demonstrates the meaning of new words to extend their thinking and vocabulary. Children learn about shapes and size. For example, during water play, they use large and small spoons to find out how quickly they can fill up different containers. They enjoy a variety of creative activities, including painting and role play.

Setting details

Unique reference number	EY544079
Local authority	Oxfordshire
Inspection number	10093119
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in the Eastern area of Oxford. She operates from 9am to 4pm on Monday, Wednesday and Friday, for most of the year. The childminder has a relevant childcare qualification at level 3.

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