

Childminder report

Inspection date	29 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 makes children feel very welcome in her home. She understands that if children feel settled and secure it helps them develop into confident and happy learners.
- The childminder shows a very positive attitude towards her own professional development. She has completed another childcare qualification and undertaken other training specific to the needs of the children she looks after. This has had a positive impact on how she supports their learning.
- The childminder is skilled in helping children who speak English as an additional language. She helps them to develop their use of English, while also promoting their use of their home language effectively. They make good progress with their language development.
- The childminder values children's home cultures. She provides all children with lots of experiences that celebrate their families' customs and help them learn about those of others.
- Although the childminder ensures that children get daily fresh air and exercise, she is still developing a broader range of outdoor learning experiences.
- The childminder carefully demonstrates new skills to children. However, sometimes she does not give them enough time or encouragement to then have a go at doing these things independently, to fully extend their learning.

What the setting needs to do to improve further

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

- provide a wider variety of learning experiences for children who prefer to learn outdoors, to promote further their enjoyment and progress
- encourage children further to practise new skills and to try and do things for themselves.

Inspection activities

- The inspector observed the childminder interacting with the children and discussed the learning that was taking place.
- The inspector took account of the views of parents.
- The inspector asked the childminder about her arrangements for safeguarding children and promoting their good health.
- The inspector saw the parts of the childminder's home she uses for childminding and discussed how she identifies and minimises risks.
- The inspector looked at documentation, including children's records and the childminder's qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to safeguard children. She knows what to do if she is concerned about a child's welfare. She identifies and minimises risks in her home in order to help keep children safe. She identifies and makes ongoing improvements to the provision. For example, she has improved how she presents resources so that children can continue more effectively with their learning as they move from her sitting room to her kitchen. She works well with parents to support further children's learning at home. For example, she lends families recordings of songs and rhymes to help children's developing language skills.

Quality of teaching, learning and assessment is good

The childminder accurately monitors and assesses children's progress. She identifies what each child needs to learn next. She supports their learning effectively as they play and explore. She builds on children's interests well to help them make progress. For example, when children are interested in trains and cars, she teaches them how to count each one as they line them up. She promotes their physical development well. For example, she provides them with lots of opportunities to build towers and connect wooden tracks. She models clear language to support their speaking and listening skills. When children are learning English as an additional language, the childminder learns key words in their home language and uses these to help them learn new words in English. For example, she uses the words in both languages as she names the different colours of the paints they are using.

Personal development, behaviour and welfare are good

Children develop their social skills. For example, the childminder plans regular activities, such as singing sessions, with other childminders, where the children can play and learn together. She sets clear boundaries about behaviour. Children behave well for their age. The childminder helps children well to begin to meet their own personal care needs. She promotes their physical health well. For example, she organises her day well so that children get a good balance of energetic play, rest and sleep. Children show good levels of emotional well-being. They enjoy the cuddles and encouragement that the childminder offers.

Outcomes for children are good

Children develop a broad set of skills in preparation for their future learning and starting school. They learn to put on their coats and shoes. They learn to enjoy songs and stories. The childminder helps them to develop a positive attitude towards any changes in their routines. For example, she takes them to visit their new schools or nurseries. Children find out that learning is enjoyable and exciting.

Setting details

Unique reference number	EY537756
Local authority	Oxfordshire
Inspection number	10089793
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Bicester, Oxfordshire. She operates from Monday to Friday all year round. The childminder provides free early education for two- and three-year-old children. She holds a childcare qualification at level 3.

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