

Childminder report

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| Inspection date | 2 April 2019 |
| Previous inspection date | 25 September 2018 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Since the last inspection, the childminder has worked tirelessly to address the weaknesses raised. She has made impressive improvements. The childminder works in effective partnership with her local authority and thoroughly reviews every aspect of her provision. As a result, there has been a rapid improvement in quality for children.
- The childminder undertakes regular training. She reviews her new learning and evaluates the positive impact training has on her practice. This enables the childminder to follow a finely tuned programme to support her continuing professional development.
- The childminder provides consistently high-quality learning experiences for children. In the garden, the childminder seamlessly promotes children's mathematical development. She shows them the difference in sizes and encourages counting.
- Each week, children take home two library books to share with their parents. The childminder focuses on boosting children's love of books and developing their excellent early literacy skills.
- The childminder encourages children to use words to describe their feelings and understand their emotions. This ignites young children's feelings of empathy and they show care towards others.
- Children explore a vast range of sensory activities that stimulate their learning. Young children squeeze wet spaghetti in their hands and through their fingers. They dig inside the spaghetti for hidden toy animals. When playing with cups at the water table, children practise tipping and pouring, increasing their physical skills.

What the setting needs to do to improve further

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

- continue to expand on resources and opportunities for children to explore imaginative play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector held discussions with the childminder and children at suitable times. She looked at relevant documentation, such as evidence of the suitability of the childminder and household members.
- The inspector read and took account of the written feedback provided by parents.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder develops highly productive relationships with parents. Parents contribute towards children's observations and assessments and share photographs and information from home. This enables the childminder to make highly accurate assessments of children's rapid progress. Arrangements for safeguarding are effective. The childminder has a deep awareness of the work of her Local Safeguarding Children Board and local child protection issues. The childminder attends frequent training and successfully embeds her new learning into her practice. She establishes effective relationships with other settings that children attend. The childminder uses the information they exchange to enable her to focus in on children's next steps in learning.

Quality of teaching, learning and assessment is outstanding

Since the previous inspection, the childminder has reviewed and changed some of the ways she plans for children's learning. She skilfully links each activity to children's next steps in learning. Children's development is excellent and they are making particularly strong progress in their communication and language skills. The childminder places a strong focus on teaching children to communicate. Song and rhyme times are lively occasions, where the childminder weaves different aspects of teaching to stimulate children's interest. Children explore musical instruments and discover the sounds they can make. They blow on recorders, surprising themselves with the loud sound. The childminder teaches children to play instruments loudly and softly, increasing their listening skills. She is finding more ways for children to enjoy expanding on their imaginative play.

Personal development, behaviour and welfare are outstanding

The childminder successfully teaches children about differences between themselves and others. She sings rhymes in Welsh, explaining to children that she learnt these when she was a little girl, like them. Together, the childminder and children look at photographs of their family members and talk about the people who are special to them. This increases children's strong sense of belonging and learning about differences in families. The childminder actively encourages children to make choices and share their views. She provides children with fruit picture cards, so they can choose what they would like to eat at snack time. The childminder has a calm and gentle approach. She talks through minor disagreements between young children, supporting their personal, social and emotional development exceptionally well. Consequently, they learn about how their actions can affect others.

Outcomes for children are outstanding

Young children are highly skilled at problem solving. They look at pictures in a song book and use the image to work out what song it is. This requires an impressive ability to make connections in their learning. Children show a sense of wonder and awe as they absorb the high-quality learning experiences they encounter in the childminder's care. Despite their very young age, children are already showing the characteristics they need to be successful learners in the future.

Setting details

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| Unique reference number | EY385980 |
| Local authority | Oxfordshire |
| Inspection number | 10080784 |
| 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 | 11 |
| Date of previous inspection | 25 September 2018 |

The childminder registered in 2008. She lives in Bicester. The childminder operates her service Tuesday to Friday from 7am to 6pm. On Monday, she provides care for children before school only. The childminder has a recognised childcare qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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