

Childminder report

Inspection date	1 April 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 very good use of professional development opportunities to develop her understanding of how children learn and make progress. She uses her improved knowledge very well to provide children with a broad range of worthwhile and enjoyable learning experiences.
- Children make good progress from their starting points. The childminder is especially effective at supporting their speaking, listening and thinking skills.
- Children are happy, confident and inquisitive learners. They approach their learning with great enthusiasm.
- Children develop a positive attitude towards a healthy lifestyle. The childminder plans well to encourage children to enjoy fresh air and to try lots of different healthy foods.
- The childminder works very well with staff at pre-schools children also attend. She visits children there and works with staff to meet these children's needs in a consistent manner.
- Sometimes, the planned next steps for each child's learning are too broad. This means the childminder is not able to plan precisely enough to ensure children make even better progress.
- The childminder does not always encourage children to fully develop and express their own ideas when taking part in creative activities.

What the setting needs to do to improve further

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

- identify more precisely what each child needs to learn next, to focus teaching even more effectively to help children make rapid progress
- improve further opportunities for children to express their own thoughts and ideas when using a range of different materials, to extend their imagination and creativity.

Inspection activities

- The inspector saw the parts of the childminder's home she uses when childminding and discussed how she identifies risks and keeps children safe.
- The inspector observed the interactions between the childminder and children and discussed, with the childminder, the learning that was taking place.
- The inspector took account of the views of children.
- The inspector discussed the childminder's knowledge of safeguarding, child protection and first aid.
- 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 supervises children well and ensures her home is safe and secure. She knows what to do if she is concerned about a child's welfare. She regularly reviews what she does to improve further her existing good practice. She involves parents and children well in this process. For example, children have told her how much they enjoy being outside and so she has extended the resources and opportunities for children to learn through outdoor play. She monitors all children's progress closely to identify and close any gaps in learning. She works very well with parents. Parents appreciate the regular feedback and advice she offers that helps them to support further their child's learning at home.

Quality of teaching, learning and assessment is good

The childminder assesses progress accurately and has a clear idea of each child's abilities. She plans thoroughly to ensure that activities capture children's interest. For example, children excitedly plant potatoes they bought during a trip to a garden centre. They use compost that they have helped to make, recalling how they have been adding food scraps to the pot to make this. The childminder incorporates other teaching and learning well. For example, children enjoy counting the potatoes before they plant them and sorting them into 'big' and 'little'. The childminder skilfully uses questions and comments throughout the day to extend children's communication and thinking skills. She builds further on children's communication and literacy skills with regular story times, which children thoroughly enjoy.

Personal development, behaviour and welfare are good

There are warm relationships between the children and the childminder. Children enjoy the childminder's company and words of encouragement and praise. They show good levels of well-being. Children learn to be independent and helpful. For example, they enjoy helping getting plates and cups ready for snack time. They learn how to handle tools safely, for example, when they chop vegetables and fruit. Children enjoy cooking and eating healthy food. For example, they make soup with vegetables they have grown and then eat this for their lunch.

Outcomes for children are good

Children develop lots of skills that help them to manage the move to school or nursery smoothly. They learn to put on their own shoes and coats and manage their own personal needs. They learn about different people, the jobs they do and the similarities between each other's cultures and beliefs. They develop their early literacy skills, for example by recognising and writing familiar words. They learn to negotiate with other children and to manage their emotions, and about acceptable behaviour.

Setting details

Unique reference number	EY543881
Local authority	Oxfordshire
Inspection number	10090482
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Carterton, Oxfordshire. She operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children.

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