

# Childminder report

<b>Inspection date</b>	4 April 2019
Previous inspection date	23 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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

- The well-qualified childminder provides a homely and welcoming environment. Children enjoy investigating and exploring good-quality resources in the childminder's well-organised home.
- Children make good progress. They are enthusiastic, confident and motivated to learn. Children are inquisitive and demonstrate good levels of concentration from an early age.
- The childminder supports children's developing language skills well. For example, she teaches new words as children keenly observe the stages in the development of butterflies. Children listen carefully and use these new words as they play with toy butterflies.
- The childminder is an effective role model. Her nurturing interaction helps promote children's well-being and their good behaviour.
- The childminder and her assistant use robust risk assessments to keep children safe in her home and garden and on regular outings.
- The childminder successfully matches settling-in procedures to each child's individual needs. This ensures children are ready for the move from home to the childminder.
- The childminder does not consistently support children to build on their counting skills and to help older children solve simple number problems to extend their mathematical skills even further.

## What the setting needs to do to improve further

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

- increase opportunities for children to build their counting skills and strengthen older children's mathematical skills even further to help them solve simple number problems.

### Inspection activities

- The inspector observed children and the childminder during play activities indoors.
- The inspector held discussions with the childminder, for example about children's learning.
- The inspector sampled a range of documentation, including children's development records, and checked evidence of the childminder and her assistant's safeguarding knowledge.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents, as shown in their written comments.

#### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that she and her assistant are clear about the procedures to follow should there be any concerns about a child's welfare. The childminder assesses and checks children's progress regularly and plans activities that build the next steps in their learning. She regularly reflects on her provision to identify ongoing improvements. For example, she has recently improved technology resources to enable children to further their interest in how things work. The childminder ensures she and her assistant constantly update their knowledge and skills to enable them to continue to provide high-quality care. The childminder builds effective partnerships with parents. Children benefit from this shared approach to their care and learning needs.

### Quality of teaching, learning and assessment is good

The childminder uses her good knowledge and experience to enjoy sensitive and effective interactions with children. She has good understanding of the children's developmental levels and uses this knowledge well to inform her planning. The childminder matches her questioning to each child's level of understanding. For example, as younger children play with simple household items during pretend shop play, she repeats words that support their pronunciation. Her effective questioning helps to deepen older children's understanding, for example as they create models and tall towers with their construction kits. Children have many opportunities to develop their interest in technology.

### Personal development, behaviour and welfare are good

Children develop strong, affectionate bonds with the childminder, who is kind and responsive to their needs. They demonstrate much affection for the childminder and each other. The childminder encourages children to share and take turns. Children learn to take care of resources and tidy up after they have finished playing. The childminder helps children to learn about good hygiene routines, such as washing their hands before eating, and the importance of a healthy active lifestyle. Children develop good physical skills and have plenty of opportunities to enjoy fresh air and be active.

### Outcomes for children are good

Children gain the skills they need for their next stage in learning and their eventual move to school. Young children learn new words quickly and confidently express themselves. They show a strong interest in stories, for example as they listen to those which build on their interest in nature. Children learn about shapes and sizes, for instance when building models with construction kits. They enjoy a variety of creative activities, including when painting or sharing ideas during pretend play in their toy kitchen. Children develop their interest in the wider world, for example as they visit local amenities and meet people from different backgrounds.

## Setting details

<b>Unique reference number</b>	EY338771
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065459
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	23 July 2015

The childminder registered in 2006 and lives in Didcot, Oxfordshire. She operates from 7.30am to 6pm, Monday to Friday all year round, except for family holidays. The childminder holds a recognised early years qualification at level 3. She works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

