

Childminder report

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| Inspection date | 11 April 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| 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 is kind, patient and very caring towards the children. Children understand her clear expectations as she gently explains boundaries, praises them for their positive behaviour, and helps them to understand the reasons for her requests.
- The childminder provides children with daily opportunities to exercise and develop their physical skills. For example, they go to the park to use larger play equipment, throw balls and build up their strength and coordination.
- All children make good progress from their starting points and develop the skills they require for the future. For example, they have a good awareness of technological toys and show skill in making toys work by pressing buttons to achieve new sounds and movement.
- The childminder skilfully introduces children to new mathematical concepts and vocabulary. For instance, she supports them to compare sizes, shapes and height, as they build with bricks, draw tree houses, and measure the length of dinosaurs' tails.
- The childminder knows her children well. She monitors their progress to identify any gaps in their learning and quickly acts to ensure that these gaps are closed.
- The childminder provides children with an attractive and stimulating learning environment. Her enthusiasm fosters children's imagination and their natural curiosity as they explore and discover.
- The childminder is sensitive to children's likes and dislikes, and she discusses children's interests with parents. However, she does not provide parents with consistent guidance to support them to build on their children's learning at home.
- The childminder does not make the best use of planned activities to fully extend children's experiences of reading and writing, to develop their literacy skills.

What the setting needs to do to improve further

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

- provide parents with further information on their children's development and next steps in learning, in order that they can build on their children's learning at home
- refine further the support given to children to the highest level in order to extend their learning in literacy.

Inspection activities

- The inspector observed the childminder's interactions with children throughout the inspection, and talked to the childminder about children's outcomes.
- The inspector talked with the children and had discussions with the childminder throughout the inspection.
- The inspector evaluated the effectiveness of an activity with the childminder and discussed a sample of children's records with her.
- The inspector looked at a range of documentation, including policies and procedures and safeguarding documentation.
- The inspector had a tour of the premises and reviewed the resources with the childminder.

Inspector
Sue Bayliss

Inspection findings

Effectiveness of leadership and management is good

The childminder is passionate about her role and in developing her high-quality service. She is currently working towards a degree, which has helped her to develop her knowledge of how children learn and supported her to review the quality of her teaching. The childminder regularly evaluates her provision. She draws on the views of parents and children to make positive changes, so that children make progress and enjoy their learning. For instance, she identified that she needed to provide further sensory experiences for younger children, and she has developed her outside space to do this. Safeguarding is effective. The childminder has a good understanding of child protection, and knows the signs and symptoms that may give her cause for concern. She has clear procedures in place and fully understands her role and responsibilities in keeping children safe.

Quality of teaching, learning and assessment is good

The childminder uses a range of effective strategies to build on children's communication and language skills. For instance, younger children benefit from the childminder's positive interactions as she extends their developing sounds and babble, helping them to make their needs understood. She skilfully questions older children to support them to clarify their thoughts and extend their learning. For example, when they play with water, they talk about the rain cycle, clouds and evaporation. The childminder has developed close partnerships with other settings that children attend. This enables her to share information about their learning and to be fully informed about the activities they undertake when they are away from her care. She successfully uses this information to plan experiences that enable children to demonstrate and build on what they know.

Personal development, behaviour and welfare are good

Children settle quickly into the childminder's care and develop a strong sense of belonging. The childminder gathers detailed information from parents so that she can make sure there is continuity of care between the children's home and her setting. Children are developing strong independence skills, such as when older children learn to zip up their coats, and take an active part in daily routines. The childminder raises children's awareness of healthy eating through a range of activities, such as cooking and growing vegetables in the garden. Children talk with enthusiasm as they recall their past experiences of eating chard, and how it tasted and felt. The childminder supports them to understand how to care for living things. This is demonstrated when she shows children that the soil becomes lighter in colour when plants need water.

Outcomes for children are good

Children behave well and keep themselves safe from risks, for example, they climb and jump on obstacles as they learn to negotiate space carefully. They develop a good understanding of each other's needs, and respect for each other's choices. Children learn key skills that help to provide a strong foundation for later learning. For example, they choose and help themselves to resources, and wait their turn in simple games. Children are confident, motivated and concentrate well on their self-chosen activities.

Setting details

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| Unique reference number | EY541861 |
| Local authority | Oxfordshire |
| Inspection number | 10089775 |
| 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 | 5 |
| Number of children on roll | 8 |
| Date of previous inspection | Not applicable |

The childminder registered in 2016. She lives in the centre of Bicester, Oxfordshire. The childminder operates Monday to Friday, from 7.30am to 5.30pm, all year round except Christmas and family holidays.

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