

# Childminder report

<b>Inspection date</b>	25 April 2019
Previous inspection date	22 October 2015

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

- Children show good levels of well-being. They are settled and happy in the childminder's care. They show that they enjoy spending time with her in her home.
- Children make good progress during their time with the childminder. They develop a positive view of their learning. They thoroughly enjoy using the wide range of interesting resources that the childminder provides.
- The childminder promotes independence well. She makes good use of routine times to encourage children to develop a wide range of independent skills. Older children are confident to meet their own needs regarding hygiene, dressing and looking after their possessions by the time they start school.
- The childminder interacts with children very well. She joins them in their play asking questions and demonstrating new skills. She extends their learning without interrupting their fun.
- The childminder makes good use of professional development opportunities to keep her skills up to date and to maintain good-quality care and education for all children.
- The childminder does not make the most of opportunities to work in partnership with staff at pre-schools and nurseries that children attend to promote children's outcomes further.
- Sometimes the childminder does not encourage children to follow their own ideas during activities she plans to extend their creativity.

## What the setting needs to do to improve further

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

- develop a two-way flow of information with other childcare providers to help meet children's needs even more thoroughly
- support children to more fully explore and express their own ideas when using different materials and medias, to extend further their creative skills.

### Inspection activities

- The inspector observed the childminder and the children.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of the views of children and parents.
- The inspector discussed arrangements for safeguarding children and assessing and minimising risks in the home.
- 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 has a thorough understanding of her role in safeguarding children. She knows how to share concerns to protect a child's welfare. She builds supportive partnerships with parents. For example, she finds out from parents about the skills that children already have when they start in order to begin monitoring their progress quickly and effectively. She takes suitable steps to evaluate and improve what she does. For example, she regularly reviews resources to ensure they continue to interest children. When she attends training, she uses what she learns well to improve her teaching and outcomes for children. For example, she now plans more thoroughly to develop children's independence, so they are prepared for starting school.

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

The childminder assesses children's progress in order to identify what they need to learn next. She plans effectively to build on children's interests. For example, children thoroughly enjoy a trip to a nearby farm. The childminder builds further on this in her home by reading stories about animals and then encouraging children to re-enact the story using toy figures. Children have great fun as they do so. They splash the toy animals in and out of mud and water just like the book. The childminder skilfully introduces support and challenge into children's play. For example, she asks questions which extend their thinking skills well. Children develop a good range of literacy and mathematical skills. For example, the childminder teaches children about letters and the sounds that they make. She introduces counting and numbers into songs.

### Personal development, behaviour and welfare are good

Children are enthusiastic and energetic learners. They are keen to take part in the fun and worthwhile activities that the childminder plans. They show good levels of confidence and well-being. The childminder is a good role model. She leads by example. Children learn to manage their emotions, to consider the needs of each other and that sometimes they need to wait for their needs to be met. The childminder promotes children's physical health well. She ensures that children have daily fresh air and exercise. Children enjoy the healthy snacks.

### Outcomes for children are good

Children make good progress from their starting points. They learn about their local community and the wider world. Children learn to share their ideas and opinions. They learn to be helpful and responsible. For example, they very much enjoy helping with everyday tasks, such as wiping tables and sorting items for recycling. Children learn to handle tools safely. For example, they carefully chop fruit for their snacks. They learn how stories are structured and how to handle books appropriately. The childminder prepares them well for their future learning.

## Setting details

<b>Unique reference number</b>	134829
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10060340
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	22 October 2015

The childminder was registered in 2000. She lives in Didcot, Oxfordshire. She operates Monday to Friday, 7am to 6pm, for most of the year. She is in receipt of funding to provide free early education to children aged three and four years.

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