

Childminder report

Inspection date	29 April 2019
Previous inspection date	9 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder provides children with a wide range of stimulating and fun learning experiences. Children develop a positive view of learning. They make good progress.
- The childminder provides children with lots of opportunities to learn about cultures and languages beyond their own. For example, the childminder is bilingual and regularly teaches children in French.
- The childminder keeps her knowledge and skills up to date. For example, she conducts her own research and attends training, reflecting well on what she learns, to improve her teaching still further.
- The childminder works closely with staff at local pre-schools. For example, everyone involved in each child's learning shares information about children's progress and interests, to provide good levels of continuity for children.
- Children develop a positive view of the benefits of a healthy and active lifestyle. The childminder plans for much of their learning to take place outdoors and for it to involve plenty of physical exercise.
- The childminder makes accurate assessments about children's progress. However, sometimes the planned next steps in children's learning are too broad. This means the childminder is not able to focus her planning and teaching precisely enough on what each child needs to learn next.
- Overall the quality of teaching is good. However, at times the childminder does not give children enough time to think and respond to questions and develop further their own problem solving skills.

What the setting needs to do to improve further

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

- make better use of information from assessments to identify more precisely what each child needs to learn next, to target teaching even more precisely
- encourage children further to share their thoughts and test out their own ideas, to support their progress even more thoroughly.

Inspection activities

- The inspector saw the parts of the childminder's home she uses when looking after children and discussed how she ensures her home is safe and secure.
- The inspector observed the childminder and her interactions with children and discussed the quality of the teaching and learning.
- The inspector took account of the views of parents.
- The inspector found out about the childminder's understanding of safeguarding.
- 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 secure understanding of her role in keeping children safe. She knows what to do if she has any concerns about a child's welfare. She reviews her practice to identify any areas for improvement. For example, she has developed additional ways to share information with parents, such as through regular newsletters and updates on children's learning. Parents are well placed to continue children's learning at home. The childminder monitors children's progress thoroughly, to identify if children may need any extra support to make the progress of which they are capable.

Quality of teaching, learning and assessment is good

The childminder plans lots of different learning experiences for children. Children remain interested and keen to join in. She models language very well for children, in both English and French. Children show that they are developing good levels of understanding in both languages. The childminder makes good use of outdoor space. For example, children enjoy digging and planting with the childminder. They enjoy finding out about how things grow. They carefully use tools to fill containers with earth, carefully patting down the seeds. The childminder extends their learning well. For example, she incorporates counting and weighing into the activity, to build further on their developing mathematical skills.

Personal development, behaviour and welfare are good

Children are settled and happy. They enjoy the company of the childminder and are at ease in her home. They are confident to express their needs, such as when they are thirsty or hungry. They enjoy regular trips to parks, farms and other open spaces. This contributes well to their good physical health and helps them learn about the natural world and the local community. The childminder manages behaviour effectively. She offers lots of praise and encouragement, fostering children's self-esteem well. She teaches children well to manage their own personal needs and to develop good levels of independence.

Outcomes for children are good

The childminder prepares children well for their future learning and the move to school or pre-school. Children show an eagerness to learn and a curiosity about the world around them. They learn to share, take turns and play cooperatively. They learn to enjoy stories and songs, joining in with repeated refrains and actions. They handle books with care. They learn to recognise familiar words, numbers and shapes.

Setting details

Unique reference number	EY472926
Local authority	Oxfordshire
Inspection number	10065495
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 October 2015

The childminder registered in 2013. She lives in Abington, Oxfordshire. She operates her service from Monday to Thursday, during term time only.

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