

Childminder report

Inspection date	3 May 2019
Previous inspection date	13 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 has a secure understanding of the children in his care. This is demonstrated by discussions with the inspector where he talks in detail about children's achievements and what they need to learn next. Children make good progress from their starting points. They develop some of the skills needed for their future learning.
- The childminder develops strong partnerships with parents. For instance, he completes a detailed handover with parents as they drop off their children each day. He talks to parents about their children's routines and sleep patterns. This helps him to follow these in the setting.
- The childminder acts as a positive role model for children. He speaks using a calm and reassuring manner and provides lots of praise. Children are well behaved. The childminder shows children how to use good manners in his everyday interactions. Children say 'please' and 'thank you' throughout the day.
- The childminder and his co-childminder provide lots of opportunities for outdoor learning. This is illustrated by visits to parks and the local farm. Children also have plenty of opportunities to play outdoors in the fresh air. This helps to support their good health.
- The childminder and his co-childminder have a positive approach to making their provision even better. They evaluate well and identify areas for improvement. For example, they have plans in place to improve access to their property and outdoor area.
- The childminder's partnership working with staff at other settings that children attend is not fully effective.
- The childminder supports his assistants well. For example, he provides constructive feedback after he has observed their teaching, and he organises appropriate professional development. However, on occasion, assistants do not consistently use their knowledge of individual children's development to challenge children to extend their learning.

What the setting needs to do to improve further

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

- enhance partnership working with other settings that children attend and ensure that information is routinely shared to support children's development further
- ensure that all assistants use their knowledge of individual children's development to help them to challenge and extend children's learning more effectively.

Inspection activities

- The inspector spoke to the childminder, his co-childminder and one assistant at appropriate times during the inspection.
- The inspector checked evidence of the childminder's, his assistants' and co-childminder's training and suitability. She looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector sampled documentation, including policies, procedures and assessments of children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to parents and children and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of his safeguarding responsibilities. He is able to describe signs and symptoms of abuse and understands how to deal with concerns about children's welfare. The childminder has robust arrangements in place to help to ensure his home is safe for children. For instance, he completes daily checks and risk assessments. The childminder considers how to minimise risks to children as he takes them to and from school, such as establishing a safe walking procedure and taking emergency contact details with him. He networks effectively with other childminders and reflects upon how to improve his own practice. For instance, he has recently made improvements to role-play resources for children. The childminder actively seeks and considers the views of parents. This is demonstrated by his use of questionnaires and the feedback he gets from parents.

Quality of teaching, learning and assessment is good

The childminder monitors the progress of the children in his care well. For instance, he discusses children's progress with his co-childminder regularly. They plan a range of interesting activities for children. This is demonstrated when children learn to use tools, such as paintbrushes to create their own pictures. Children enjoy experimenting with paints. They mix them together and make new colours. Children describe what they are doing using words, such as 'mix', 'more' and 'change'. They use their paintbrushes to make lines and swirls in their pictures. The childminder observes children's progress effectively. He records his observations and shares them with parents. This helps parents to support their children's learning.

Personal development, behaviour and welfare are good

The childminder has robust arrangements in place to ensure that he and his co-childminder help children to settle in well. For example, they share information with each other and their assistants from children's settling-in visits. They regularly discuss children's progress, changes in routines and their current preferences. This helps to support children's well-being. Children are well behaved. The childminder promotes their understanding of similarities and differences well. For example, children learn about cultural celebrations, such as Chinese New Year. The childminder liaises with the parents of children who speak English as an additional language. He learns some key words in children's first language and uses these with them. Parents report that they are happy with the care and education their children receive.

Outcomes for children are good

Children are keen and enthusiastic learners. The youngest children begin to develop their communication skills. They smile at familiar faces. They lift their heads up and look to the side when they hear familiar sounds, such as voices or toys. Older children develop secure physical skills. They push themselves along confidently on ride-along toys. They develop strong independent skills, such as managing hygiene practices and using cutlery at mealtimes.

Setting details

Unique reference number	EY467955
Local authority	Oxfordshire
Inspection number	10065494
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	4
Date of previous inspection	13 July 2015

The childminder registered in 2013. He lives in Langford Village, Bicester, Oxfordshire. He works with his wife, a registered childminder, and three assistants. The setting has a maximum of three adults working with children at any one time. The childminder offers care from 8am until 6pm on weekdays on a full-time basis all year round, including out-of-school care. The childminder and one of his assistants hold an appropriate early years qualification at level 3. The childminder accepts funding for the provision of free education for children aged two, three and four years.

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