

Childminder report

Inspection date	2 May 2019
Previous inspection date	29 April 2013

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 provides children with a stimulating and interesting learning environment, inside and outdoors. Children enjoy using the wide range of resources on offer. They are developing well into curious and inquisitive learners.
- Children show good levels of well-being. They are settled and happy. They show that they enjoy their time with the childminder.
- The childminder has a secure understanding of how children learn and progress. She uses this knowledge well to plan and deliver a wide range of suitable learning experiences that support children's overall development well.
- The childminder monitors children's progress very closely. She is able to accurately identify if children are making progress in line with expectations. Children make good progress from their starting points.
- Partnerships with parents and staff at pre-schools are strong. This has a positive impact on the childminder's ability to continue to meet children's developing needs well.
- Overall, the childminder promotes children's language development effectively. However, sometimes she misses opportunities to simplify language for very young children, who she has identified as just beginning to understand and use single words in context.
- Although the childminder takes suitable steps to keep her skills up to date, she has not used highly focused professional development to build further on her existing good-quality teaching.

What the setting needs to do to improve further

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

- extend opportunities for younger children to hear clear and simple language to build further on their developing speaking and listening skills
- build on the programme for professional development to sharpen the quality of teaching still further.

Inspection activities

- The inspector observed the childminder and the children and discussed the quality of teaching and learning.
- The inspector took account of the views of parents.
- The inspector saw the parts of the childminder's home used for childminding and discussed arrangements for assessing risks and keeping children safe.
- The childminder discussed the childminder's knowledge of her safeguarding responsibilities and child protection.
- 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 attends suitable training to update her understanding of child protection matters. She knows what to do if she has any concerns about a child's welfare. She takes robust steps to keep children safe in her care. For example, she reviews equipment to ensure it is suitable for the ages of the children she looks after. She reviews her provision and makes ongoing improvements to maintain good standards. For example, since the last inspection she has enhanced the two-way flow of information with parents about children's developing skills and interests.

Quality of teaching, learning and assessment is good

The childminder completes the required progress checks for children aged two years in collaboration with staff at pre-schools children also attend. This enhances further her own thorough assessments of children's stages of development. She teaches children a wide range of skills. For example, she shows children how to use tools effectively, such as when they serve their own food and use paintbrushes and glue sticks. She incorporates counting, numbers and other mathematical language into children's play. She builds well on children's curiosity about the natural world. For example, children enjoy hunting for minibeasts and finding out more about their particular characteristics. They enjoy finding out about different colours and what happens when they mix them together.

Personal development, behaviour and welfare are good

The childminder focuses well on building secure bonds with children. For example, she limits trips out of her home until children are well settled and confident in her home. Once settled, children enjoy lots of opportunities to meet other children and attend different groups in the local community. Children develop a positive view of a healthy and active lifestyle. For example, the childminder provides healthy and nutritious meals and snacks. The childminder makes good use of her garden to encourage children to spend time in the fresh air. Children enjoy developing their physical skills, such as by throwing balls and using wheeled toys.

Outcomes for children are good

Children develop a wide range of skills that prepare them well for their future learning. They learn about acceptable behaviour. They enjoy playing with other children. They learn to manage their own needs with regard to good hygiene and toileting. They develop a positive view of the similarities and differences between themselves and others. As the start of school approaches, the childminder focuses well on the skills that will help them manage the move successfully. For example, children learn to put on their own shoes and coats. They learn to recognise and write familiar words, such as their names.

Setting details

Unique reference number	EY453055
Local authority	Oxfordshire
Inspection number	10071460
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 April 2013

The childminder registered in 2012. She lives in Abingdon, Oxfordshire. She offers care all day Tuesdays, Wednesdays and Thursdays throughout the year. The childminder holds early years professional status.

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