

Childminder report

Inspection date	7 May 2019
Previous inspection date	11 December 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 plans activities that capture children's interests and stimulate their desire to explore and learn. She skilfully adapts her interactions with children to meet their different ages and stages of development.
- The quality of teaching is good. The childminder has detailed systems to track children's progress. She uses children's individual assessments to focus on their next steps and enable them to progress well.
- Children are very happy and settled and behave well. They happily communicate and socialise with others around them and learn to share and take turns. Children are confident and the childminder supports their emotional development very well.
- The childminder establishes effective partnerships with parents from the start. They are encouraged to share information about children's learning at home. This improves outcomes for children.
- The childminder accurately evaluates the quality of her practice and takes effective steps to develop it. She has a clear vision for her continuous professional development.
- At times, the childminder does not build on older children's understanding of letter sounds to encourage their early literacy development further.
- The childminder has not fully established working partnerships with other settings that some children attend in order to provide consistency in learning.

What the setting needs to do to improve further

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

- increase support for older children to learn to match sounds and letters correctly, to further support their early literacy skills
- strengthen arrangements to exchange information about children's care and learning with other providers to develop even greater consistency for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation and evidence of the suitability of adults living on the premises.
- The inspector sampled children's development information and records.
- The inspector took account of the views of parents through written evaluations and comments.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues. She understands how to quickly identify and report any child protection concerns to relevant agencies. The childminder conducts daily risk assessments to help her identify and minimise potential dangers to children effectively. She attends training to build on and improve her knowledge and meets with other professionals to share good practice. For example, after training, the childminder strengthened her assessment systems. These have helped her to provide parents with better feedback about children's learning. Parents comment positively about the childminder and value her service.

Quality of teaching, learning and assessment is good

The childminder stimulates children's interest in books very effectively. For example, after listening to a much-loved story about baby birds, children created bird masks. They wore these as they eagerly acted out the story. The childminder encourages children's communication skills well. For instance, she plays alongside them and frequently engages them in conversations. The childminder stimulates children to answer in sentences to advance their speaking and thinking skills. She develops children's understanding of shapes, colours and numbers effectively. For instance, during play, children counted and sorted sticks according to length when building a pretend bird's nest in the garden.

Personal development, behaviour and welfare are good

Children lead their own play and choose from accessible toys and equipment in the well-organised environment. This helps to develop their independence and decision-making skills. The childminder provides plenty of opportunities for them to play outdoors and for physical activity in the garden and through visits to local parks. Children's physical development is given high priority. Children learn to handle tools safely. For example, they learn to use knives to butter their bread with good control and coordination. Children's understanding of healthy lifestyles is supported well. They eat healthy snacks and meals and learn how to take care of their personal needs.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. They are confident learners and talkers. Children develop their investigative skills well. For example, young children enjoy finding out about textures as they scoop up damp and dry sand when filling their buckets. Older children investigate how much water they need to add to sand to make their 'pies' stand up. Children have good mathematical skills. For example, they accurately count out strawberries at snack time and are learning to add or take one away. Children have good physical skills. Younger children use tools to paint and stick while older children use scissors with care and skill.

Setting details

Unique reference number	EY465357
Local authority	Oxfordshire
Inspection number	10065493
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	11 December 2015

The childminder registered in 2013 and lives in Abingdon, Oxfordshire. She operates on Mondays, Tuesdays, Thursdays and Fridays from 7.30am to 5.30pm, during term time.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

