

Childminder report

Inspection date	3 May 2019
Previous inspection date	13 July 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 and her co-childminder have a positive attitude to further improvement. For example, they evaluate their provision regularly with their assistants. They seek and consider the views of parents. This helps them to make their provision even better.
- The childminder supports children's care needs effectively. This is demonstrated through her strong partnership with parents to help children at times of change, such as potty training. The childminder discusses strategies to use with parents and communicates with them using a daily book. She uses positive strategies, such as stickers to celebrate children's efforts.
- The childminder promotes children's good health well. For instance, she ensures that children have plenty of opportunities for fresh air and exercise. She provides guidance for parents, such as photographs of healthy lunches, to help give them ideas of what food they can send for their children.
- The childminder promotes cultural diversity effectively. For example, she gathers multilingual resources and uses these to help children who speak English as an additional language.
- The childminder completes precise observations and assessments of children's learning. She monitors children's progress regularly with her co-childminder and assistants. This helps her to plan exciting learning opportunities for children.
- The childminder prepares children for their eventual move to school well. All children make good progress from their starting points.
- The childminder seeks appropriate training and professional development to support her assistants. However, systems for monitoring their quality of teaching are not fully embedded.
- The childminder's partnership working with staff at other settings that the children also attend is not fully effective.

What the setting needs to do to improve further

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

- build on systems for monitoring and supporting the assistants and raise the good quality of teaching to an even higher level
- enhance partnership working with other settings that children attend, and ensure that information is routinely shared to support children's development further.

Inspection activities

- The inspector spoke to the childminder, her co-childminder and one assistant at appropriate times during the inspection.
- The inspector checked evidence of the childminder's, her 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 completed a joint evaluation of an activity with the childminder and discussed their findings.
- The inspector spoke to children and parents throughout the inspection and considered their views.
- The inspector sampled documentation, including policies, procedures and children's assessments.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

The childminder has a positive approach to developing her own practice. For example, she visits other settings to seek and share new ideas. She has reflected on the resources that she uses in her setting and has begun to make changes to the role-play area, including introducing real-life resources. This is having a positive impact on outcomes for children as they play imaginatively recreating real-life experiences with their friends. The childminder has a secure understanding of the procedures to follow should she have a concern about children's welfare. She knows where she can go to seek advice and guidance. The childminder considers how to minimise risks to children in her home effectively. This is demonstrated by her fire evacuation plan and procedure, which she practises with children. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder provides a range of opportunities for children to learn about the natural world. This is demonstrated by minibeast hunts in the local area and learning to care for visiting animals, such as a gerbil and a rabbit. She prepares children for their future learning well, including by planning strong opportunities for children to develop an interest in reading. For instance, the childminder engages children in stories such as 'The Three Little Pigs'. She encourages them to use puppets to retell the story. She challenges children to talk about how they think the characters in the story are feeling. She asks them questions about the story and demonstrates how to go back through the book and use the pictures to help them to find the answer. Children join in with her storytelling, using different voices for each character.

Personal development, behaviour and welfare are good

The childminder develops strong partnerships with parents. For example, as part of her settling-in process, she gets to know parents and their children by holding a weekly stay-and-play session. The childminder uses these opportunities to begin to gather information about what children know and can do. This helps to support children's emotional well-being and their transfer into her setting. The childminder has robust arrangements in place to administer medicines. She shares relevant information about children's allergies and preferences with her co-childminder and assistants. This helps to ensure children's good health. The childminder is a positive role model for children. Children behave very well. They say that the childminder 'is the most helpful person in the world'.

Outcomes for children are good

Children are independent and confident learners. They manage their personal hygiene and self-care needs well, for example washing their hands before they eat. They develop strong communication and language skills as they listen to stories and talk to visitors. Younger children develop their physical skills. They babble and enjoy time on their tummies, turning their head to look at people and the rustling sounds of their favourite toys.

Setting details

Unique reference number	EY339693
Local authority	Oxfordshire
Inspection number	10059753
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 2006. She lives in Langford Village, Bicester, Oxfordshire. She works with her husband, 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 has a recognised early years qualification at level 6. One of her assistants holds an appropriate 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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