

# Childminder report

<b>Inspection date</b>	8 May 2019
Previous inspection date	4 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 supports children's emotional well-being very well. She is kind and caring and children thrive in her welcoming family home. Children display high levels of self-esteem and confidence and behave well.
- Children make good progress. The childminder effectively assesses and evaluates their learning and uses this information to develop planning and identify children's next steps.
- The quality of teaching is good. Children are highly engaged. The childminder stimulates children's communication and mathematical skills well. She gradually introduces new words to help them build their understanding and vocabularies.
- The childminder takes children on regular outings into the wider community and local area. She provides stimulating experiences that help children learn about the wider world.
- The childminder has established effective links with parents and other early years settings that children attend. They successfully work together to meet children's needs.
- The current programme of professional development does not focus sharply enough on raising the quality of teaching to the highest level.
- Occasionally, the childminder moves children on to other activities too quickly, which does not give them enough time to naturally bring their play to an end.

## What the setting needs to do to improve further

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

- extend arrangements for professional development to provide more opportunities to help raise the quality of teaching to the highest level
- provide children with enough time to naturally bring their play to an end, to enable them to achieve the best possible learning outcomes.

### Inspection activities

- The inspector observed activities indoors and their impact on children.
- The inspector viewed the rooms and outdoor area used by children.
- The inspector had discussions with the childminder, for example about children's learning.
- The inspector sampled a range of documentation, including children's development records, and checked evidence of the childminder's safeguarding knowledge.
- The inspector took account of the views of parents, as shown in their written comments.

#### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The experienced childminder has a secure understanding of how to identify any concerns she may have about children's welfare. She is very clear on the action she must take to record and report concerns that protect children from harm. She regularly accesses training targeted to support the welfare needs of children, including training for child protection. The childminder evaluates the quality of her setting and strives to improve. For example, she has successfully strengthened the quality of teaching of mathematics. Parents are kept well informed about their children's progress. They comment that they are very happy with the care provided.

### Quality of teaching, learning and assessment is good

The childminder effectively supports children's mathematical development. Children confidently use mathematical language during their chosen activities and play. For example, when creating pictures, they accurately count the number of pens they are using. The childminder helps to promote children's understanding of the world. She actively engages children in discussion. For instance, after observing cows and deer in a local field, she encourages children to describe them. The childminder provides rich opportunities for children to learn about healthy foods. For instance, during a game, children keenly identified healthy food and 'fed' pictures of unhealthy food to an oversized toy monster.

### Personal development, behaviour and welfare are good

The childminder's home is well organised. She is very attentive to children's individual needs and care routines. The childminder is a good role model and successfully encourages good behaviour and positive relationships. She consistently reinforces sharing and turn taking during play and effectively uses praise. Children respond well to the simple boundaries and enjoy assisting with daily tasks, for example tidying their toys away. They progress well in understanding hygiene and managing their own needs. Children socialise with other children, for example during very regular visits to museums and toddler groups. Children have plenty of opportunities to enjoy physical activity, for example in the garden and on visits to parks.

### Outcomes for children are good

Children gain the skills they need for their next stage in learning and their eventual move to school. Their communication skills develop rapidly. Children of all ages enjoy books and use different media to make marks. They are beginning to identify some letters and their sounds and can use these to write their names. Children learn to identify different shapes, for example as they use templates to make different shapes with modelling dough. They can often accurately count up to 10 and are able to add one or take away. Children develop good physical skills. For instance, they use scissors with care and skill to cut simple materials when creating collage pictures.

## Setting details

<b>Unique reference number</b>	EY407019
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065473
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 November 2015

The childminder registered in 2010 and lives in Marston, Oxford. She operates from 7.30am to 6pm on Tuesdays, Wednesdays and Thursdays, during term time only. The childminder has an early years qualification at level 3.

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