

Childminder report

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| Inspection date | 14 May 2019 |
| Previous inspection date | 2 June 2016 |

| 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 builds strong partnerships with parents. She gathers lots of information about what children already know and can do before they start. She finds out about children's current interests and incorporates these well into her planned activities. This good practice helps her plan effectively to meet the individual needs of each child.
- The childminder is calm, patient and consistent when teaching about acceptable behaviour. Children behave well and learn to consider the needs of others.
- Children show good levels of well-being. They are very settled and relaxed in the childminder's care.
- The childminder adapts her interactions with children well, taking account of their age and stage of development. She is especially effective at modelling and extending children's developing language skills.
- Children make good progress from their starting points. The childminder has a clear understanding of the skills and dispositions that will help children manage the move to nursery or school with confidence. She prepares them well for this change to their routines.
- The childminder misses opportunities to encourage children to express their own ideas when taking part in activities she has planned to encourage their creativity.
- The childminder does not consistently build effective partnerships with other settings that children attend, to enable her to share information about children's interests and progress.

What the setting needs to do to improve further

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

- improve opportunities for children to use their imagination and express their own ideas when using a range of different materials, to extend further their creative skills
- strengthen links with staff at other settings children attend to help support fully children's learning and development.

Inspection activities

- The inspector saw the areas of the childminder's home she uses when looking after children. She discussed arrangements for keeping children safe.
- The inspector observed the childminder and the children and discussed the quality of teaching and learning.
- The inspector talked with the childminder about her understanding of safeguarding and child protection.
- The inspector took account of the views of children and parents.
- 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 understands her responsibility to safeguard children. She knows what to do if she is concerned about a child's welfare. She ensures her home is safe and secure. She supervises children closely. She regularly reviews her own practice to identify and make ongoing improvements. She monitors all children's progress closely in order to identify and help close any gaps in learning. She makes appropriate use of professional development opportunities. She uses what she learns to develop further her teaching skills. For example, she is now more confident to introduce letters and the sounds they represent into the older children's learning.

Quality of teaching, learning and assessment is good

The childminder observes children closely and clearly identifies what each child needs to learn next. She is then able to adapt and target her teaching effectively to the individual needs of each child. For example, because she understands each child's current stage of language development, she uses words and gestures with some, single words with others and longer sentences with still others. She uses technology to good effect. For example, babies and toddlers enjoy listening to favourite songs and watching as the actions are shown on the screen. They laugh as they enthusiastically join in with both. Children show a positive and confident attitude to their learning.

Personal development, behaviour and welfare are good

The childminder meets children's care needs well. Children develop a positive attitude towards following a healthy lifestyle. They enjoy playing outside and eating nutritious food. The childminder supports children's physical development well. For example, the childminder carefully helps younger children to climb steps and encourages older children to move and play energetically. Older children develop a sense of responsibility. They enjoy helping the childminder with simple tasks, such as finding wipes and drinks to take outside. There are trusting relationships between the childminder and children. The childminder visits children in their own homes before they start. She uses this opportunity to find out about their routines and to begin building bonds with them.

Outcomes for children are good

Children learn to be tolerant, kind and thoughtful of the needs of others. For example, older children notice when younger children are a little unsettled and offer cuddles alongside the childminder. All children learn about the importance of following good hygiene routines to stay healthy. Older children manage their own toileting confidently. Children gain a good set of mathematical and literacy skills before they start school.

Setting details

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| Unique reference number | 133560 |
| Local authority | Oxfordshire |
| Inspection number | 10065499 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 2 June 2016 |

The childminder registered in 1994. She lives in Banbury, Oxfordshire. She holds a relevant qualification at level 6. She offers care all day, Monday to Friday, throughout the year. The childminder receives funding for the provision of free early education for children aged four years.

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