

Childminder report

Inspection date	17 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children have developed strong attachments to the childminder and her assistant. They both provide a kind and caring approach and give children praise and encouragement. As a result, children are confident learners and engaged in their play.
- The childminder and her assistant value partnerships with parents. They offer good opportunities for them to share information about children's well-being and learning. They have daily discussions with parents and share detailed information about their child's progress and ideas of activities that can be carried out at home.
- The childminder uses good systems to monitor and assess children's development closely. She knows children's individual learning needs well. The childminder uses this information to plan fun and meaningful activities to help children make continued progress.
- Children enjoy being physically active. They have lots of opportunities to play outdoors and enjoy walks in the local area. They learn from their natural environment and community.
- The emergency assistant has not had her suitability checked with Ofsted. However, this does not have a direct impact on children's well-being as she has completed Disclosure and Barring Service (DBS) checks.
- On occasion, the childminder and her assistant miss opportunities to fully engage the younger and less confident children in some activities, so that they get the best learning experiences possible.
- Although the childminder reflects on her general practice, she does not use self-evaluation precisely enough to identify ongoing priorities for improvement that continually enhance the quality of service to the highest level.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the required procedure and forms are completed to enable Ofsted to check the suitability of the emergency assistant in a timely manner.	17/06/2019

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

- support younger, less confident children further to join in activities and enable them to fully benefit from learning opportunities
- use self-evaluation more effectively to help develop the quality of the provision even further, and gather the views of parents and children in the process.

Inspection activities

- The inspector toured the premises and the areas used for childminding.
- The inspector spoke to parents and took account of their written views.
- The inspector looked at relevant documents, including policies, procedures and children's learning journals. She also checked evidence of the suitability of the assistants.
- The inspector observed activities, indoors and outdoors, and assessed the impact of teaching on children's learning.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection.

Inspector

Louise Adams

Inspection findings

Effectiveness of leadership and management is good

The childminder has failed to ensure that the emergency assistant has sent her relevant details to Ofsted to enable the required suitability checks to be completed. However, this does not have a significant impact on children's well-being and safety because the emergency assistant does not have unsupervised access to children and she has completed DBS checks. Safeguarding is effective. The childminder and her assistant are aware of the appropriate authorities to contact if they have concerns about a child's welfare. Children play in a safe and secure environment. The childminder completes daily safety checks to ensure that the environment is safe for children. The childminder and her assistant have attended ongoing training, which has helped to keep their knowledge up to date and impacts positively on practice.

Quality of teaching, learning and assessment is good

The childminder completes regular observations of children's progress and identifies where to support their development next. This effectively builds upon children's existing abilities and motivates them to learn. Assessment is used effectively to identify gaps in learning and enables the childminder to provide extra support if it is required. Children practise their communication skills through discussion about their games and pictures they have drawn. They speak with confidence during conversations. The childminder and her assistant support children's communication through using key vocabulary, providing a running commentary and using repetitive language. The childminder encourages younger children to share stories and turn the pages of books independently. This helps to promote an early love of reading.

Personal development, behaviour and welfare are good

The childminder has created a warm and friendly environment that has a strong family feel. The childminder and her assistant are positive role models for the children and offer a high level of care. For example, children with dietary requirements are very well catered for and made to feel included. They have high expectations for children and promote positive behaviour through encouraging them to share, use good manners and consider the needs of others. Children enjoy fresh air and exercise daily. They experience outings in the local community to enrich their learning and experiences outdoors. For instance, children enjoy walks in the local fields looking for bugs and talking about the wildlife. This contributes to their good physical health. Children are provided with a range of fresh, nutritious food. They are encouraged to select fresh fruit at snack times, so they develop a healthy attitude to food.

Outcomes for children are good

Children develop good social skills and play cooperatively with one another. They learn to share and be kind to each other. Children build on their counting skills through fun activities and number songs. Older children develop good early literacy skills as they make marks. They give meaning to these marks as they describe what they have drawn, such as 'aliens having a picnic'. Younger children develop early independence skills as they dry their own hands and attempt to get dressed for outdoor play. Children make good progress and gain skills that prepare them well for their next stage in learning.

Setting details

Unique reference number	EY546587
Local authority	Oxfordshire
Inspection number	10101420
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in a village near Bicester, Oxfordshire. The childminder works with her husband who is a registered assistant. She offers full-time care on weekdays throughout the year. The childminder holds early years professional status.

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.

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