

Childminder report

Inspection date	20 May 2019
Previous inspection date	17 November 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 is kind, calm and friendly. Children are happy, settled and confident in her home. They form strong relationships with the childminder.
- All children, including those who speak English as an additional language, regularly meet their next steps in learning objectives and make good progress.
- The childminder is skilled in helping children to gain communication and language skills. For example, she encourages them to hold a conversation, encourages them to explain why things happen, and gives them an explanation when they do not know.
- The childminder uses self-evaluation accurately to develop her practice and raise the quality of the service she is providing. For example, since her last inspection, the childminder has introduced new methods to keep parents informed about what their child needs to learn next.
- Children's behaviour is consistently good. Children play cooperatively alongside each other, and the childminder supports them to share and take turns.
- The childminder does not gain enough information about children's learning and development when they first start, to plan effectively from the outset.
- The childminder does not consistently focus on providing children with the highest levels of challenge during some activities so that they build as much as possible on what they can already do.

What the setting needs to do to improve further

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

- gain more information from parents when children first start to plan for their learning from the outset
- enhance the good teaching in place, to provide children with greater levels of challenge during play so that they make more rapid progress.

Inspection activities

- The inspector read written statements from parents and took their views into account.
- The inspector had discussions with the childminder and children during the inspection.
- The inspector sampled a range of documentation and children's records.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.

Inspector
Amanda Perkin

Inspection findings

Effectiveness of leadership and management is good

The childminder understands her responsibilities to keep children safe. She has a good understanding of the local procedures to follow to report any concerns she has about a child's welfare. The arrangements for safeguarding are effective. The childminder is keen to keep her skills and knowledge up to date and relevant. She regularly meets with local childminding colleagues and takes part in training. The childminder uses effective methods to reflect on her practice. For example, as a result of training, she has improved the way in which she plans children's play to further extend their learning. The childminder shares information regularly with parents about children's achievements and routines, and they are happy with the service provided.

Quality of teaching, learning and assessment is good

The childminder completes ongoing assessment and monitoring of children's learning. She uses this information about children's abilities and interests to underpin her planning and teaching. The childminder uses effective teaching strategies to help children to learn. For example, she shows them how to do things and then encourages them to try for themselves. Young children demonstrate a good understanding of counting and using numbers, and the childminder supports this aspect of their learning effectively. For instance, they count large threading buttons as they tidy them away ahead of snack time. During adult-led activities, the childminder interacts well with them and provides experiences to help them to concentrate and persevere. Young children learn how to create animal masks, exploring mark-making opportunities, as well as developing their understanding of the world. For example, children learn that foxes are red and have bushy tails, and zebras are black and white.

Personal development, behaviour and welfare are good

The childminder places a strong focus on children's well-being. Children enjoy healthy snacks and meals and benefit from regular fresh air and exercise in the childminder's garden and local parks. She encourages children to be independent, for example tidying the toys and meeting their personal care needs. The childminder acts as a positive role model for children and provides them with praise to boost their confidence in their own abilities. She consistently models the use of good manners. The childminder plans regular outings for the children, to support children's learning about the community and wider world they live in. For example, she takes them to toddler and childminding groups, a nearby park, a soft play area and the local library. These trips are well risk assessed to ensure that all perceived hazards are identified and minimised.

Outcomes for children are good

Children are happy and confident under the childminder's care. They develop the skills that they will need for their future learning, including pre-school and school. They are resilient and confident individuals who are motivated to explore and learn. They demonstrate good communication and language skills as they engage in conversations with visitors and the childminder. Young children show enjoyment in listening to stories and confidently join in, predicting what will happen next and identifying the characters in the pictures.

Setting details

Unique reference number	EY281225
Local authority	Oxfordshire
Inspection number	10065455
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 November 2015

The childminder registered in 2004. She lives in Kidlington, Oxford. She offers care from Monday to Thursday, 8am to 5pm, all year round.

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