

Childminder report

| | |
|--------------------------|-----------------|
| Inspection date | 17 June 2019 |
| Previous inspection date | 3 February 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 provides a well-resourced and varied learning environment. The resources capture children's interest. Children are developing well into independent and inquisitive learners.
- The childminder supports her assistants well to carry out the requirements of their roles. She provides them with regular feedback and training to ensure that children benefit from teaching that is consistently good.
- The childminder is very knowledgeable about how children acquire language. Children, including those who speak English as an additional language, make very good progress with their speaking and listening skills.
- The childminder helps younger children to settle quickly into the new routine of being cared for and learning away from home. Children show that they are familiar with the routines and that they enjoy their time with the childminder.
- The breadth of the learning experiences on offer for children means that they have opportunities to develop a wide range of skills. However, the specific planning for individual children is sometimes focused more on some areas of the curriculum than others.
- Some whole-group activities continue for too long to maintain the interest and engagement of the youngest children. At these times these children lose focus and interest, which is also distracting for older children who are keen to continue with the activity.

What the setting needs to do to improve further

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

- use information from assessments to plan even more precisely for each child and across all areas of learning
- improve the organisation of group activities and ensure they provide consistently high-quality learning experiences for all children, including the youngest.

Inspection activities

- The inspector conducted a tour of the premises.
- The inspector observed children, the childminder and the assistants.
- The inspector took account of the views of parents and children.
- The inspector spoke to the childminder and the assistants about their understanding of safeguarding.
- The inspector looked at documentation, including children's records and the childminder's policies.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a secure understanding of their roles in safeguarding children. They know how to respond to any concerns about a child's welfare. The childminder ensures that children are supervised closely and that her home is safe and secure. The childminder offers lots of opportunities for parents to spend time with the children in her home. For example, parents are invited to cook lunch with their children and to watch them perform songs and plays. The strong partnerships mean that parents are well placed to build further on children's learning at home. The childminder regularly reviews what she does in order to enhance children's experiences further. For example, she has acquired an allotment where children thoroughly enjoy spending time and learning about the natural world.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress thoroughly in order to make assessments about their progress. She monitors the developing language skills of children who speak several languages especially closely. All children learn words and songs in a variety of languages which supports well their understanding of the similarities and differences between themselves and others. Children are taught to use resources with purpose and care. The childminder and her assistants remain close by to offer support. For example, they help children to pour water between containers carefully and to count out sticks to match the numbers printed on boxes.

Personal development, behaviour and welfare are good

Children behave very well. They are confident and happy. For example, older children enjoy talking to visitors about their favourite activities. They enjoy taking on roles of responsibility. For example, each day one child is chosen to be a special helper. Other children help prepare snacks or look after the key to the allotment on the walk there. Older children show care and kindness towards younger children. For example, they help younger children to count how many children are sitting in a circle and then help them record this on the board. Children are developing a positive view of a healthy lifestyle. They enjoy playing in the fresh air and learning about the different vegetables they are growing.

Outcomes for children are good

All children make good progress from their starting points. They are confident to ask questions to add to their knowledge. For example, children ask about the meaning of words that they hear in stories. They develop an interest in the world around them. For example, they ask questions about flowers and signs that they see on walks. Older children develop a strong set of mathematical and literacy skills in preparation for starting school. They develop a good understanding of numbers and shapes. They become confident to write their names and other familiar words.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY489109 |
| Local authority | Oxfordshire |
| Inspection number | 10076474 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 4 |
| Total number of places | 18 |
| Number of children on roll | 13 |
| Date of previous inspection | 3 February 2016 |

The childminder registered in 2015 and lives in Oxford. The childminder cares for children Monday to Friday during term time only and has two assistants. The childminder and one assistant hold relevant childcare qualifications at level 4.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

