

Childminder report

Inspection date	18 June 2019
Previous inspection date	15 September 2014

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 very nurturing and kind. She makes children feel very welcome. Children show that they feel very 'at home' in the happy and positive environment.
- The childminder supports younger children's personal, physical and communication skills especially well. Children who start with less developed skills in these areas quickly begin to catch up with their peers. Children make good progress from their starting points.
- Children show a positive attitude towards their learning. They enjoy exploring the resources that the childminder provides. They are developing well into independent and inquisitive learners.
- The childminder and parents work together well to meet the individual needs of each child. There are daily exchanges of information about children's interests, needs and developing skills. These strong partnerships have a positive impact on children's learning and well-being.
- The childminder misses some opportunities to introduce counting, numbers and mathematical language into children's play and routines.
- The childminder does not consistently make the best use of self-evaluation or professional development opportunities to reflect on what she does or update her teaching skills so that she can enhance children's learning further still.

What the setting needs to do to improve further

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

- extend children's developing understanding of numbers and other mathematical concepts, to support more fully their mathematical progress
- make better use of self-evaluation and professional development opportunities to raise the quality of teaching and outcomes for children even further.

Inspection activities

- The inspector saw the areas of the childminder's home she uses when childminding.
- The inspector observed children and the childminder and evaluated the quality of teaching and learning.
- The inspector took account of the views of parents.
- The inspector spoke with the childminder about her understanding of safeguarding, child protection and first aid.
- 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 understands her role in keeping children safe. She knows what to do if she has any concerns about a child's welfare or well-being, including how to record and report such concerns. She supervises children closely and ensures her home is safe and secure. She keeps accurate records about children's attendance and other documentation is in place to help with the smooth running of her service. She builds useful partnerships with staff at pre-schools that children also attend. For example, the childminder finds out about what children are learning elsewhere so that she can build on it further during the time children spend with her. She has suitable arrangements for monitoring and assessing children's progress.

Quality of teaching, learning and assessment is good

The childminder knows the children and their individual needs well. She identifies what each child needs to learn next and tailors her teaching effectively to help them develop these skills. For example, she accurately assesses when younger children are ready to start learning more words. She uses clear, simple language to describe what children are doing and to name the toys they are using. Children listen carefully and repeat back new words, such as 'giraffe'. Children use phrases that they hear the childminder use, such as 'oh dear' and 'never mind'. During periods of independent play children show fascination with the resources on offer. For example, they carefully examine shells and shiny stones. They explore their texture and line them up carefully.

Personal development, behaviour and welfare are good

Children show a positive attitude towards physical play. On the day of the inspection they chose to play outside. They moved about energetically and practised their walking, running and balancing skills. The childminder is very attentive to their care needs. She notices when children are getting tired and settles them to sleep. She works closely with parents to ensure that children are confident in meeting their own toileting needs before they start school. The childminder uses nappy-changing times to continue to build on the warm bonds she has with the children. For example, she sings and chats to children as she changes them and children chat and smile back. Children show good levels of well-being. They go about their day with purpose and positivity.

Outcomes for children are good

Children develop a good range of skills and a positive attitude towards learning. The childminder prepares them well for their future learning, including starting school or pre-school. Children develop the confidence to try out their own ideas. They behave well. They learn to manage their emotions and to play cooperatively. They learn about their local community and the wider world.

Setting details

Unique reference number	EY384955
Local authority	Oxfordshire
Inspection number	10106132
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 September 2014

The childminder registered in 2008 and lives in Thame, Oxfordshire. She offers care all day, Monday to Friday, throughout the year. She holds a relevant childcare qualification at level 3.

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Piccadilly Gate
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