

Childminder report

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| Inspection date | 19 June 2019 |
| Previous inspection date | 14 June 2016 |

| 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 has a good relationship with the children in her care. She provides children with a varied range of activities which they enjoy. This in turn helps to support their learning and development effectively.
- The childminder regularly observes and tracks children's development. She understands how the children in her care are progressing and identifies appropriate next steps in learning to help them make good progress.
- Children are keen to help and are independent at snack times. They are motivated to do things for themselves, such as getting ready to go outside and carrying out personal care routines.
- The childminder provides a clean, secure and well-maintained home where children play happily and safely.
- Partnerships with parents are strong. Parents are kept regularly informed of their children's progress and learning needs, and feedback from them is very positive.
- At times, some children do not receive consistent messages from the childminder to help them manage their behaviour. For example, children are not supported effectively to understand fully how their actions might affect others.
- The childminder does not reflect fully on her provision to help her identify and target all areas for improvement.

What the setting needs to do to improve further

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

- strengthen ways to help children manage their own feelings and develop an understanding of how their actions may affect others
- develop reflection methods even further to help raise the quality of provision to an even higher level.

Inspection activities

- The inspector observed children's play and the childminder's interaction during activities.
- The inspector spoke with the childminder at appropriate times throughout the inspection and evaluated a planned activity with her.
- The inspector spoke to children and interacted in their play. The inspector took account of parents' views from letters and references they had provided for the inspection.
- The inspector examined documentation, including children's records, learning records, policies and procedures.
- The inspector undertook a joint observation with the childminder.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a strong awareness of how to keep children safe. For example, she is aware of how to recognise children who may be at risk from extreme behaviours and views. In addition, the childminder understands the procedures to follow should she have any concerns about a child's welfare. The childminder is committed to improving her knowledge and skills through regular training. For instance, since her last inspection, she has attended training on how to evaluate and record children's development. This has led to improved planning and record-keeping to support children's all-round learning.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming and child-friendly home. Children are happy and well engaged in the activities on offer. They confidently choose what they would like to do and enjoy planned activities that the childminder provides, which offer good stimulation and learning. For example, as children play with the train set, the childminder develops their mathematical skills. She talks to them about how they can extend the set to incorporate a bridge and house. The childminder is good at promoting children's communication and language, and helps children to become skilful communicators. For example, the childminder asks children questions during their play to extend and develop their understanding and vocabulary.

Personal development, behaviour and welfare are good

Children are happy in the childminder's home and demonstrate that they feel at ease in her care. For instance, they call to children to join in with their play, and younger children drift off to sleep peacefully. The childminder helps children learn good manners well. For example, she reminds them to say 'please' and 'thank you' at mealtimes. Children regularly hear praise, which helps to support their emotional well-being. Children benefit from a variety of outings with the childminder. For example, they visit indoor play areas and local parks where they use large apparatus to further enhance their good physical skills.

Outcomes for children are good

All children are developing well and they are learning key skills to help prepare them for future learning, such as pre-school or school. Children are developing good literacy skills and enjoy looking at books and exploring with technology to learn about different forms of images and text. Children like being creative and have fun playing and exploring with sensory materials, such as bubbles and ribbons as they sing songs.

Setting details

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| Unique reference number | EY434077 |
| Local authority | Oxfordshire |
| Inspection number | 10074918 |
| 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 | 5 |
| Date of previous inspection | 14 June 2016 |

The childminder registered in 2011 and lives in Abingdon, Oxfordshire. The childminder operates from Monday to Friday all year round. She also provides out-of-school care.

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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