

# Childminder report

<b>Inspection date</b>	26 June 2019
Previous inspection date	1 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 positive, happy and safe environment where children enjoy playing and learning. Children show consistently good levels of well-being, confidence and self-esteem.
- The childminder knows each child very well. She monitors and assesses their progress accurately. The childminder plans and delivers good-quality teaching that meets their individual needs effectively. She is especially effective at supporting children's personal, social and emotional development.
- Children make good progress from their starting points. The childminder prepares them well for their future learning and for starting pre-school or school.
- The childminder has a positive attitude towards her ongoing professional development. She seeks out opportunities to update her skills and reflects well on what she learns. This has a positive impact on her ability to continue to deliver good-quality care and education.
- There are very warm attachments between children and the childminder. This is illustrated by the smiles and cuddles that children offer on arrival and the positive way in which they talk about spending time in the childminder's home.
- The childminder has yet to develop fully her outdoor space to provide children with the same broad range of learning experiences that she makes available indoors.
- Although the childminder instinctively meets the needs of children well, she is not yet evaluating in detail all aspects of her provision in order to improve it further still.

## What the setting needs to do to improve further

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

- offer children who enjoy learning outdoors a wider range of interesting and stimulating learning experiences to help extend further their overall development
- develop the use of reflection and self-evaluation to raise the quality of teaching and outcomes for children even further.

### Inspection activities

- The inspector had a tour of the childminder's home and discussed arrangements for minimising risks.
- The inspector observed the childminder and children. She evaluated the quality of teaching and learning and discussed this with the childminder.
- The inspector took account of the views of children and parents.
- The inspector discussed the childminder's understanding of safeguarding and child protection matters.
- 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 has a thorough understanding of the signs that a child may be at risk of harm. She knows about local procedures for reporting such concerns in order to keep children safe. The childminder ensures her home is secure. She supervises children closely. Partnerships with parents are strong. The childminder provides them with regular updates on their children's progress and suggests fun activities to do at home to support further children's learning. Parents are very happy with the care that their children receive. The childminder understands the value of working closely with others who are involved in children's care and learning. For example, she has prepared information to share with staff at pre-schools when children begin to attend both settings.

### Quality of teaching, learning and assessment is good

The childminder understands the value of letting children try out their own ideas and explore independently. For example, she watched as children explored the textures of different cereals and used their own sounds and words to describe what they were doing. When the childminder joins in children's play she enhances their learning well. For example, she played the part of a customer while children took on the role of shopkeepers. Children had to listen carefully to her to ensure they could sell her the correct items, such as a 'red apple' or a 'small carrot'. The childminder promotes children's language and literacy skills well. For example, children join in with familiar songs. They enjoy listening to stories and then talking with the childminder about the characters and pictures.

### Personal development, behaviour and welfare are good

The childminder prepares children well for changes to their routines. This helps children to approach new situations confidently. For example, the childminder had told them about the inspection and children greeted the inspector politely and confidently and offered to show her around. The childminder meets children's care needs well. She follows routines from home and ensures that children get good-quality sleep and rest as well as plenty of fresh air and energetic play. She works closely with parents to help children begin to manage their own personal care needs, such as handwashing and toileting.

### Outcomes for children are good

Children develop a positive attitude towards learning. They focus well and are developing into curious and inquisitive learners. Children develop a broad range of skills in preparation for starting pre-school or school. For example, they learn to dress and undress. Children learn to recognise familiar words and know that print carries meaning. For example, they wrote pretend shopping lists and then used them in their play. Children learn to consider the needs of others and about acceptable behaviour. They learn to handle tools safely. For example, they carefully chop fruit for their snack. Children learn to be tolerant and accepting of the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	130283
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10106179
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	1 June 2015

The childminder registered in 1992 and lives in Bodicote, near Banbury, Oxfordshire. She operates Monday to Thursday from 7.30am to 6pm, all year round.

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