

Childminder report

Inspection date: 9 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and welcoming. Children are happy and settled. They feel safe and secure and form close attachments with the caring childminder. Children behave well and have a good understanding of sharing and taking turns. The childminder's close links with children's parents help to ensure that children's individual needs are met. The childminder works closely with parents to identify children's initial starting points. This helps children to make a smooth transition to her setting. Children quickly become busy and engaged in their choice of activity. They enjoy being imaginative with small-world characters and spend long periods of time engrossed in their play. The childminder uses children's interests to extend children's understanding of mathematical shapes and size. However, sometimes, she does not focus enough on counting, such as when building towers with construction bricks. The childminder provides a wide range of activities suited to children's interests and learning needs. She has high expectations for every child and she broadens children's understanding of the wider world. For example, she takes children on regular outings. These include visits to parks and various group sessions. However, she does not provide a wide range of activities in her garden for children who like to learn outside.

What does the early years setting do well and what does it need to do better?

- The childminder evaluates the quality of her practice effectively. She has enhanced her communication with other settings that children attend and obtains details of children's learning. She uses this information to carefully plan activities which promote children's continuity of care and education. In addition, she uses external sources, such as training courses to update her knowledge. For, example, she has attended training for encouraging older children's understanding of letter sounds to help with early literacy development. The childminder builds effective partnerships with parents. They successfully work together to meet children's care and learning needs.
- Children are polite and their behaviour is good. They play alongside each other harmoniously and consider each other's needs. For example, children say 'please' and 'thank you' when sharing resources without being prompted. The childminder supports children well with their personal care routines, such as encouraging their independence when toileting and washing hands. The childminder knows the children well and this helps them to feel safe and secure.
- The childminder uses her ongoing observations to understand children's interests and achievements. She incorporates children's next steps into her planning and organises her environment to meet the needs of differing ages. Children are motivated and show high levels of concentration. For example, older babies enjoy banging metal and plastic toy pans with spoons. They quickly learn 'bang, bang' and enjoy making different sounds with a range of spoons

and bowls.

- Children make good progress from their starting points. They gain the key skills that prepare them for future success. The childminder provides a good focus on building children's communication and language skills. She models new words and repeats sounds babies make. She talks to children and questions them as they play. For example, when young children create pretend food for their teddies, she encourages them to find out if toy food bowls are big enough. The childminder introduces mathematical understanding of shape and size well. However, she does not consistently develop children's early counting skills as well.
- The childminder develops children's interest in reading effectively. For instance, as children listen to stories, she introduces mystery toys. These help to bring the stories alive. She successfully demonstrates the meaning of words and introduces new ones to help children extend their thinking and vocabulary. Children of all ages have good opportunities to independently select books.
- The childminder gives children good opportunities to develop their physical skills, for example, through visits to nature areas, parks and play centres. Children enjoy plenty of time in the fresh air during walks to and from pre-school. However, opportunities for children who prefer to play and learn outdoors are not as stimulating as those indoors. This limits their enthusiasm for outdoor learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains up-to-date knowledge of safeguarding through regular training. She knows how to identify if a child is at risk of harm, including extreme views or behaviours. The childminder knows how to report concerns about children to relevant agencies to maintain their welfare. She ensures that her home is a safe and secure environment by completing effective daily risk assessments. Her risk assessments also include all outings, including the journey to and from pre-school. This helps to ensure children's safety.

What does the setting need to do to improve?

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

- extend the range of opportunities to support the development of children's counting skills
- increase opportunities for children who prefer to play outdoors to engage in a rich range of activities.

Setting details

Unique reference number	EY428226
Local authority	Oxfordshire
Inspection number	10074796
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 June 2016

Information about this early years setting

The childminder registered in 2011 and lives in Chalgrove, Oxfordshire. She provides care for children on Monday to Friday from 8am to 6pm, for most of the year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Eileen Chadwick

Inspection activities

- The inspector observed the quality of teaching and evaluated the impact this has on children's learning and development.
- The inspector had discussions with the childminder, for example about children's learning and her curriculum intent.
- The inspector looked at relevant documents, such as policies, training and children's records.
- The inspector looked at the premises and at the resources used by the children.
- The childminder discussed her self-evaluation and how she drives ongoing improvement in her setting.

We carried out this inspection 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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