

Childminder report

Inspection date: 16 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care. The childminder works very well with her co-childminder. They share their skills and experiences for children's benefit. Children are well cared for and kept safe. They play together harmoniously through carefully established routines and boundaries.

Children enjoy a rich curriculum, exciting toys and play activities. The safe outdoor area is particularly stimulating. The childminder is well qualified and experienced. She provides a curriculum that is tailored to children's individual learning needs and interests. She selects toys and activities carefully to enable children to build their next learning steps. The childminder teaches counting well. However, she does not consistently help children to develop their understanding of shape and space.

Children are confident, independent and communicate well. They behave well and have good social skills. For example, they often say 'please' and 'thank you' without being prompted. The childminder promotes their literacy development effectively. For example, she encourages children to make marks with chalk to support their early writing skills. Children select books independently and enjoy cuddling up to the childminder when listening to stories. However, the childminder sometimes misses opportunities to introduce sounds and letters to children to build further on their early reading skills.

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

- Children progress well in the warm, welcoming and stimulating environment. The childminder and her co-childminder carefully organise the indoor and outdoor areas to support children's learning and development. The childminders teach consistent routines and boundaries. For example, even young children busily join in with tidying toys before they begin another activity.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and learning. Children benefit from the continuity in their care and learning.
- The childminder is very effective at supporting children's early communication and language skills. For example, she clearly emphasises key words to help children to enhance their understanding and speaking skills. Children behave well and are successfully engaged and motivated to learn. For instance, they respond enthusiastically to stories read by the childminder. They listen attentively and talk about their own experiences. They develop their independence skills well, for instance learning to put on their own coats and managing their own hygiene needs. They gain the key skills that prepare them for future success.
- The childminder uses her careful checks on children's progress to help plan for

their next steps. She has high expectations for every child. She provides good opportunities for children of all ages to learn through play and to develop their physical skills. For example, she provides younger toddlers with scoops and spades as they explore damp sand. Older children use a wider range of tools with care and skill. They often create with natural materials, including twigs and leaves. This is demonstrated when children decorate their sand 'ice-cream cones' during pretend play.

- The childminder enables children to develop counting skills effectively. For example, she challenges children to catch and count bubbles during garden play. However, she does not help children to develop their understanding of shape and space so well.
- Children enjoy engaging literacy opportunities. Young children use a range of brushes to make marks with water during play, while older children use pencils and coloured pens more skilfully. Children understand that print carries meaning and have plenty of opportunities to independently select books. However, the childminder does not introduce sounds and letters to children systematically enough.
- The childminder encourages children to be confident and independent. Children widen their social and cultural awareness. For example, they attend toddler groups and visit places of interest with the childminder, including the zoo.
- The childminder attends regular training. This helps her to remain updated and improves her practice. The childminder evaluates the provision effectively. For example, she has reorganised the outdoor play space to help children to develop their climbing, balancing and jumping skills more effectively.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- extend children's understanding of sounds and letters to help further support their early reading skills
- build on children's mathematical development, especially their understanding of shape and space.

Setting details

Unique reference number	EY467965
Local authority	Oxfordshire
Inspection number	10108868
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	4
Date of previous inspection	25 June 2014

Information about this early years setting

The childminder registered in 2013 and works from the home of another registered childminder in Abingdon, Oxfordshire. She provides care from 8am to 3.30pm from Monday to Thursday all year round, except for bank holidays and family holidays. The childminder holds a relevant early years 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 held discussions with the childminder, for example about children's learning and how she identifies and plans for what they need to learn next.
- 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 makes 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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