

Childminder report

Inspection date: 15 January 2020

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

Children form strong relationships with the childminder and demonstrate that they are emotionally secure. The childminder provides a warm, welcoming and homely environment, where children feel safe and confident. She uses effective settling-in processes to help her get to know the children well. The childminder confidently speaks about their abilities, interests and family backgrounds. She recognises what children can already do and identifies their next steps in learning accurately.

Children demonstrate respect for the childminder and follow her instructions well. The childminder has high expectations for children's behaviour. She provides children with clear and consistent boundaries to help them to understand the difference between right and wrong. For instance, she teaches children how to be careful, when they throw beans bags, to avoid hurting anyone.

Children show a keen interest in mathematical concepts and the childminder offers plenty of challenges to extend their learning further. This is demonstrated regularly when children explore size, shapes and numbers during their play. Children say 'big' and point to pictures on puzzle pieces, and the childminder challenges them to find pictures with smaller objects. They say 'more' as they pour more balls into baskets to fill them up, helping them to develop an understanding of capacity.

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

- The childminder has high expectations for children's learning and this reflects well in her practice. For instance, she has identified the need to develop children's concentration even further and takes a more flexible approach to her daily planned activities. Children begin to engage in play for longer periods of time and make choices in their own learning.
- The childminder supports children's communication skills effectively. She speaks clearly and uses repetition to help younger children pronounce letter sounds correctly. Children use a good range of vocabulary and demonstrate confidence when speaking.
- Children enjoy a wide range of experiences that help to develop their early reading and writing skills. They demonstrate this as they show excitement when listening to nursery rhymes, and choosing stories to share with the childminder. Children show an interest in letters, and the childminder makes good use of every opportunity to teach them initial-letter sounds. For instance, young children repeat 'd is for dog'.
- All children make good progress from their starting points. They gain the skills they need to move on to their next stages in learning or move on to school.
- The childminder forms close relationships with parents. Parents' feedback is very positive about the childminder. They write about how 'kind and nurturing' the

childminder is and say that she keeps them well informed of their child's achievements.

- The childminder is aware of the importance of sharing information with other settings that children attend. However, she has not fully established links with all other settings that children attend, to help to provide a consistent approach towards children's learning.
- Children demonstrate good levels of independence and enthusiasm to try to do things for themselves. For instance, children help to clean up after painting activities and take the lead in setting up the ball pit. They show resilience and keep trying at more-challenging tasks.
- The childminder takes children on trips, such as daily walks to schools and local parks, to help to support their physical skills and get plenty of exercise. She challenges them to use their small-muscle skills to help to develop their hand-eye coordination. For example, children carefully feed poles through material to construct the ball pit.
- Overall, the childminder reflects well on her practice and identifies areas to enhance children's learning effectively. She meets regularly with other childminders to share ideas on how to improve her provision. For example, she identifies the need to reorganise her storage of resources to help to offer more space for children to play. However, the childminder's continued professional development does not focus closely enough on what will help to further improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can identify signs and symptoms which may indicate that a child is at risk of harm. The childminder is also aware of wider safeguarding concerns and who to contact if concerned about a child in her care. She encourages children to keep safe within the environment, for instance, by tidying toys away and sitting down when eating. The childminder puts effective measures in place to minimise any potential risks. For example, she uses safety gates to prevent children from accessing the kitchen area and the rooms upstairs unsupervised.

What does the setting need to do to improve?

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

- strengthen partnerships with other providers that children attend, to consistently support and complement children's care and learning experiences
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY426321
Local authority	Oxfordshire
Inspection number	10065483
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 September 2015

Information about this early years setting

The childminder registered in 2011. She lives in the Cowley area of Oxford, Oxfordshire. She operates her childminding service from Monday to Friday, between 8.30am and 5.30pm, all year round. The childminder receives funding to provide free early education for children age three and four years.

Information about this inspection

Inspector

Helen Harnew

Inspection activities

- The inspector looked at all areas of the home used for childminding.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents expressed in written responses.
- The inspector discussed the childminder's policies, looked at children's records and checked evidence of the childminder's suitability.
- The inspector discussed learning areas with the childminder and how the curriculum is organised.

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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