

Childminder Report

Inspection date

10 November 2015

Previous inspection date

17 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 warm, welcoming environment filled with interesting and inviting resources. Children are excited to play and participate eagerly in activities she offers.
- The childminder establishes close bonds with children. She offers lots of choice in play and supports children to become independent. Children develop the confidence they need to play and explore freely.
- Parents are encouraged to make continual contributions to the assessments of their children's development. The childminder actively includes the parents in children's learning and offers them suggestions and resources to continue their learning at home.
- Children develop good social, physical and communication skills to aid their future learning. They are emotionally ready for their move to pre-school or school.

It is not yet outstanding because:

- The childminder is not proactive in identifying ways to enhance her teaching skills.
- Children have suitable challenge in their learning but they are not always given sufficient time to respond to questions, and occasionally the childminder does not take full account of their answers. This has a minor impact on the quality of their learning experiences.

What the setting needs to do to improve further

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

- make better use of opportunities to further strengthen practice, knowledge and skills
- increase children's opportunities to develop their thinking skills and build on their ideas to help enhance their learning experiences.

Inspection activities

- The inspector observed children's play activities.
- The inspector took account of the written views of parents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a range of relevant documentation, including policies and procedures, and children's records.
- The inspector conducted a joint observation with the childminder.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses effective self-evaluation to identify areas to improve. She seeks the views of the parents and considers the children's opinions when making changes. For example, she knows parents are happy with her practice and they praise the range of activities she offers. The childminder sets improvements that have a direct impact on the quality of care and education. For example, she has developed her computer skills so she can introduce a wider range of activities to children. Safeguarding is effective. The childminder has effective policies in place to comply with local child protection procedures. She has completed training to bring her safeguarding knowledge up to date. She has a clear understanding of what to do in the event of any concerns about a child's well-being. The childminder uses the assessments of children's learning to monitor the quality of her teaching. She has effective partnerships with other professionals, including suitable arrangements to share information in order to support children's needs.

Quality of teaching, learning and assessment is good

The childminder is highly focused on achieving good outcomes for children's development and has high expectations of their learning. She has a good understanding of how children develop and uses this to promote learning in play. For example, the childminder challenges young children to identify numbers and to count in order. She uses assessment effectively to aid her planning so as to continually improve children's knowledge and skills. The childminder shares assessments with parents regularly and offers resources to help children carry on learning at home. Children learn to communicate and make decisions in play, including choosing resources to extend their play. The childminder nurtures children's independence and self-help skills to help them prepare for school.

Personal development, behaviour and welfare are good

The childminder makes good use of the space and resources she has to support children's play. She provides opportunities for outdoor play so that children get plenty of fresh air. Children develop their physical skills through a range of activities. For example, the childminder provides outdoor play in her garden, when they are not attending local community groups. Children engage in imaginative and creative play, and are able to express themselves and their ideas freely. The childminder gives clear rules and boundaries to help children understand how to stay safe. Children develop a sense of self-identity and recognise the differences in others. For example, young children recognise which comforter belongs to others and which belong to them.

Outcomes for children are good

Children make good progress in their learning. The childminder offers them the support they need to develop, so they are ready for the next step in their learning.

Setting details

Unique reference number	134135
Local authority	Oxfordshire
Inspection number	836398
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	17 November 2011
Telephone number	

The childminder registered in 1992, and lives in Oxford. She offers care on Tuesdays and Wednesdays from 8am to 6pm, all year round. The childminder holds a relevant childcare qualification.

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