

Childminder Report

Inspection date

24 September 2015

Previous inspection date

1 March 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

- Children benefit from the childminder's good teaching skills. She ensures children enjoy a broad variety of activities that interest and challenge them. Children make good progress in their development.
- Children are happy and secure in the childminder's care. They freely make choices in their play, which build on their interests. This helps to support their confidence and emotional well-being.
- The childminder promotes children's healthy lifestyles well. She takes children out daily and they enjoy exercise and fresh air in the local parks. The childminder provides all children with nutritious meals, which contribute to children's good health.
- The childminder provides children with clear rules about expected behaviours, which help them learn to behave well and be respectful towards others.
- The childminder plans, monitors and assesses children's learning well. She shares information with parents daily, which enables them to know what their children are doing and how they can further support this at home.
- The childminder has a strong drive to improve. She evaluates her provision well and identifies training to improve her teaching, which in turns promotes outcomes for children.

It is not yet outstanding because:

- The children have fewer opportunities to practise their early writing skills during play because the childminder does not make the relevant resources easily accessible.
- At times, the childminder does not give the children enough time to think and solve problems for themselves.

What the setting needs to do to improve further

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

- increase opportunities for children to practise their early writing skills during their play
- continue to use opportunities to encourage children to come up with their own ideas and build on their ability to solve problems.

Inspection activities

- The inspector observed children's play and the childminder's interaction with children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys and other records, and a range of policies.
- The inspector observed children having their snack and settling for sleep.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a strong understanding of her role and responsibility in relation to the Early Years Foundation Stage. She creates a stimulating, well-organised and inclusive environment, which helps children feel safe and secure. Safeguarding is effective. The childminder understands her duty to protect children's welfare and knows what to do should she have any child protection concerns. Since the last inspection, she has improved how she monitors children's progress and has taken steps to reflect on and evaluate her provision. She now plans activities and experiences that help children to understand and value each other and people from the wider community. This demonstrates that her self-evaluation is effective in supporting good outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder knows the children well. She plans experiences and activities that interest them and promote their development. When the children played with the farm animals and tractors, the childminder encouraged them to count, and to name and make the sounds of the animals. This skilfully advanced their vocabulary. Young children keenly explore different materials and textures in the sensory area, which aids their exploration and promotes the development of physical skills well. Children enjoy many outings in the local community, developing their understanding of nature and the wider world. The childminder and parents work closely to exchange information about children's progress. She also has good procedures to work with other settings that children attend. The good partnership working helps promote continuity in children's care and learning.

Personal development, behaviour and welfare are good

Children settle into the childminder's care quickly because of the effective settling-in visit that they attend with their parents. This helps children and their families to develop positive relationships with the childminder and supports children's emotional well-being. The childminder uses good routines that contribute to children's good health. For example, she encourages and assists children in washing their hands before snack. The childminder helps children to develop a strong understanding of how to stay safe, such as teaching them about road and internet safety. Children behave well and benefit from the good amounts of praise and encouragement that the childminder gives them. This helps them to learn to be polite and considerate of each other's feelings.

Outcomes for children are good

Children make good progress in their learning from their starting points. They are developing a range of skills and becoming independent, which prepares them well for future learning and school.

Setting details

Unique reference number	EY415021
Local authority	Oxfordshire
Inspection number	832224
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	1 March 2011
Telephone number	

The childminder registered in 2010. She lives in Abingdon, Oxfordshire. She operates weekdays, for most of the year. The childminder has an early years childcare qualification at level 3.

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