

## Inspection date

Previous inspection date

03/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and interested in their play as they feel safe and secure with the caring childminder, who implements familiar routines and talks regularly about their home life.
- The childminder engages children in conversation and listens as they increasingly share their ideas about their chosen activities. As a result, their progress is in line with the developmental milestones for their ages and stages of development.
- Children benefit from the childminder's individual attention, including her open comments and questions. The childminder uses interesting resources and activities to stimulate children's curiosity and enjoyment and to promote their learning successfully.
- The childminder meets requirements to safeguard and promote children's welfare well.
- The childminder is developing her documentation in line with the revised Early Years Foundation Stage. She is committed to further professional development to improve her provision for children and their families.

### It is not yet outstanding because

- Parents appreciate the new learning journeys that are a useful record of some aspects of children's activities with the childminder. However, they are not encouraged to contribute to these records as part of the ongoing observation and assessment cycle.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's home and garden. A shared observation of children's indoor block play was discussed with the childminder.
- The inspector discussed aspects of childminding with the childminder as appropriate and as these arose.
- The inspector examined documentation, including the childminder's self-evaluation form and a representative sample of children's records, policies and daily records.
- The inspector also took account of the views in parents' letters.

## Inspector

Angela Cole

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and son aged two years in a residential close on the outskirts of Banbury in Oxfordshire. The town centre and all facilities are within walking distance. Several steep, narrow steps lead to the front door of the house. Children use the ground floor for play and rest, and go upstairs to use the

bathroom and to sleep in a bedroom. There is an enclosed, rear garden for outside activities. The family has a cat and two dogs as pets. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age group and an older child before and after school. The childminder offers care all year round, each weekday except Friday, from 7am to 7pm. She also offers occasional overnight care. The childminder holds a level 2 qualification in childcare and education.

### **What the setting needs to do to improve further**

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

- encourage further involvement of parents in the ongoing observation and assessment process, for example by giving regular opportunities for parents to add to their children's learning and development records.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The childminder has a strong knowledge of the areas of learning and provides a good range of activities that support children to progress well in their learning and development. She focuses on children's capabilities so she is suitably aware of children's individual starting points; she also considers the length of time they have been with her and how often they attend. The educational programmes for all seven areas of learning help children to reach expected levels of development. Children achieve good personal, social and emotional development. They enjoy the challenges to develop physically and benefit from periods of focused attention from the childminder to extend their communication and language skills. Older children receive good support in literacy and mathematics. For example, they take books to the childminder and learn to pronounce words such as 'hippopotamus' and 'chameleon'. They hear the initial sounds of words, see their names written and get help to count to higher numbers. Children enjoy opportunities to develop understanding of their environment. They explore the local community, for example on visits to a children's group, a park and to local woods, where they play in the dens provided. From a young age, they begin to express their ideas through imaginative play and art and design. For example, toddlers imitate adults using kitchen items, including egg boxes and metal pans, and older ones create model buildings with wooden bricks.

The childminder has made a creditable start to systematically observing and assessing children's development. She shares photographs and notes with parents to explain their

children's play and the areas and aspects of learning covered. She identifies the next steps for children's learning and uses this information to plan future activities. In this way she builds on what children know and can do and aids their further progress. The childminder is aware of the requirements to share with parents the progress of children aged two years; she knows where to obtain and how to use the associated materials.

The childminder has appropriate knowledge and understanding of how to promote children's learning. She shows interest in their chosen activities to motivate children and regularly offers open questions, often giving them time to answer to encourage their thinking. She offers some different activities, such as adding leaf stickers to autumn tree pictures, to begin to extend their understanding of seasonal themes. Children often concentrate and persevere in their learning. For example, a child received helpful encouragement to extend his balls skills, choosing whether he should throw or head the ball. The childminder has an appropriate understanding of the importance of encouraging children to become independent. She supports children from a young age so that, when they eventually move on to full-time education, they have good social and learning skills.

### **The contribution of the early years provision to the well-being of children**

As their key person, the childminder's gentle approach enables children to form appropriate bonds and secure emotional attachments with her. She is attentive to children's care needs and follows their home routines wherever possible. Children demonstrate that they feel safe as they go to her for cuddles. The childminder is responsive to young children's expressed emotions and offers sound support by listening to older children. She reminds them about her rules for behaviour before situations arise so they know what to expect. Children begin to learn how to keep themselves safe as they tidy toys off the floor and climb to the upper level of the garden using the steps. The childminder praises children when they share and take turns and teaches them polite words, such as, 'Thank you for my tea.' Through her caring manner, she fosters children's physical and emotional well-being.

Supportive procedures for care practices enable children to be happy and enjoy what they are doing. The childminder plans unhurried snack and meal times so that toddlers and children gain confidence and skills to socialise with her and each other. From a young age, children begin to develop independence in personal hygiene, eating and dressing through consistent and timely support from the childminder. They choose the colour of the flannel to clean their hands before snack time and hear instructions about washing procedures when they visit the bathroom. They learn to change into their indoor shoes to help keep flooring clean.

The childminder provides resources appropriate to the ages of the children present to support their all-round development. Some equipment is freely available, including a wheeled toy, books, small-world toys and drawers full of craft materials. Children become used to making some decisions about their play and this helps them to prepare for their

future transition to school. In the garden, children water their plants and access some physical play equipment, for example sharing a rocker. They play with water in a tray in warmer weather. Children receive good support to learn about healthy lifestyles, including the importance of a healthy diet and physical exercise. They choose to drink milk or water with their meals. They decide which fruit to have for their snack and talk about healthy vegetables as they play. They ask to spend time outdoors in energetic play, and the childminder encourages them to walk as much as possible.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a competent awareness of safeguarding issues and understands her responsibility to safeguard children. She is aware of the process to follow in the event of a concern about a child. Policies and procedures are sufficiently comprehensive to keep children safe. For example, using clear risk records, the childminder has identified areas of potential hazard to children, on and off the premises. These assessments cover everything a child might come into contact with.

The childminder has good relationships with parents and there is a suitable level of interaction. She shares details about the revised Early Years Foundation Stage with families. She provides families with clear, written feedback about their child's day. Parents are aware that the childminder observes and assesses their child's development. The childminder hears about some of the children's home experiences. However, she does not actively encourage parents to add to their children's progress records. The childminder's partnership working with other professionals is satisfactory to achieve continuity in children's care and learning. She has daily conversations with children's teachers and uses children's learning records that parents bring from other settings. As a result, the childminder provides continuity of care and uses useful information about children's learning to support her planning, enhancing the experiences children receive elsewhere.

Children benefit from the childminder's quiet enthusiasm and dedication to their care. She is suitably developing her knowledge of the revised Early Years Foundation Stage and plans to attend further training to support this. She has completed a written self-evaluation and has begun to consider areas for improvement. The childminder has implemented all of the aspects raised at her registration, including gaining a paediatric first aid certificate. She demonstrates a strong commitment to improving her provision and aims to study for a level 3 qualification to improve children's care and education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

**Setting details**

<b>Unique reference number</b>	EY445217
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	797231
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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