

Inspection date

Previous inspection date

18/09/2012

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

- The childminder's skilful practice enables children to make good, and sometimes very good progress relative to their starting points, for example in their communication and physical skills.
- Children benefit from calm, individualised teaching and care which effectively meets their needs. They are well stimulated as resources are accessible and they enjoy playing outdoors where there is a wide range of attractive activities.
- A key strength is the strong, patient support for children's personal and emotional development so that they settle quickly, feel safe, and are secure and happy.
- The provision for meeting the requirements for children's safeguarding and welfare is good.
- The childminder is well organised and committed to further professional development to improve outcomes for children.

It is not yet outstanding because

- Information from parents is not fully used to support the assessment of children's ongoing progress.

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. A shared observation of lunch time was discussed with the childminder.
- The inspector discussed aspects of childminding with the childminder as appropriate and as these arose.
- The inspector looked at children's learning journals and at a range of documentation. This included the childminder's self-evaluation form, training records, weekly planning, policies and some daily records.
- The inspector also took account of emailed and written views of parents and carers.

Inspector

Angela Cole

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and twin daughters aged 12 years in a Ministry of Defence property in the village of Shippon on the outskirts of Abingdon, Oxfordshire. The property is situated in a residential cul-de-sac with parking outside. Children use the ground floor of the property for play and rest, or sleep in a

bedroom upstairs for overnight care. There is an enclosed, rear garden for outdoor activities. The family has two dogs and keeps chickens in a fenced area in the garden. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently has three children in the early years age range on roll on a full- and part-time basis. She also cares for a child in the older age group after school. The childminder attends a toddler group and takes and collects children from a playgroup and a private school.

What the setting needs to do to improve further

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

- use information from parents to further support the assessment of children's progress.

Inspection judgements

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

The childminder effectively supports all children to make good progress in their learning and development. The childminder supports parents to complete informative sheets about children's needs and routines. She uses these well to contribute towards her detailed knowledge of their starting points. The childminder continues to meet individual children's needs effectively as there is a robust programme of observation in place. This enables the childminder to clearly map children's progress through their expected levels of development and plan for their future learning. She successfully engages children of different ages in the offered activities. For example, babies and toddlers are involved in responding to music with homemade shakers, moving in close time to the beat. The childminder joins in immediately with their emerging conversation, extending their babbling sounds and words. She is well aware of the stages of their development and of how to challenge them next.

In her calm, gentle way, the childminder strongly enthuses and motivates toddlers and children. For example, they enjoy gathering the chickens' eggs and dig for worms to feed them. They love being outdoors, collecting daisies and fir cones and watching the movement of trees in the wind. They effectively learn how to keep themselves and others safe as they tell the childminder when it is safe to cross the roads. The childminder particularly challenges babies and children well. She encourages older ones to tell her about their day and engage them in games to extend their mathematical understanding, such as dominoes. She strongly encourages children to use their initiative, for example encouraging young children to choose and fetch the books they wish her to read to them.

The childminder records perceptive comments on their activities in each child's learning

journal. These are detailed with dated notes and photographs that the childminder annotates accurately in the aspects of the areas of learning. The childminder has good knowledge of children's next steps. She provides individual support for all children to acquire the skills and attitudes to learn effectively and to be ready for their next stages in their learning. Young children demonstrate good perseverance and focus on their chosen play, including when using battery operated toys, which produce sounds. They enjoy copying the childminder's representation of the sounds that different animals make. Young children enjoy making handprints with paint. Older children practise competent early writing skills as they crayon drawings, for example of what they have seen in the garden. The childminder displays posters around the room where children play so that they become aware that words have meaning.

Children settle particularly successfully with the childminder as she works well with parents who share in detail what they know about their children. Parents often tell her what their children do at home but information is not fully utilised to support the assessment of children's learning. The childminder engages parents well in their children's development and activities in the setting through in-depth conversation, emailed photographs and informative, attractive daily diaries. As a result, the childminder keeps parents well informed about their children's achievements and progress. Parents thoroughly commend the childminder as she 'is very professional and 'has made wonderful provision in her home to create a safe, a happy and stimulating environment for the children to play.'

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

The childminder's good practice ensures that all children form appropriate bonds and good, emotional attachments to her. Young children feel secure with the childminder and go to her for cuddles when they wish to. Children use their imagination well. They make up their own stories about trains and pretend to fix broken cars. They engage in lengthy play with dolls and prams and role play as 'vets' and 'in a beauty salon'. Babies frequently babble as the childminder talks to them. Children talk freely and play with the childminder. Toddlers smile at each other and older children 'read' books to younger ones.

Babies and children arrive happy and eager to enjoy their day with her. They look forward to the trips out, for example, to children's groups where they learn to be sociable with others. They settle quickly to sleep while following their own routines. Children follow the good examples set by childminder and she praises them for being helpful and polite. She effectively focuses on teaching toddlers to share and they respond well, stroking babies' heads as they learn that they are smaller. Young children learn to play harmoniously alongside each other, initiating play with favourite toys, including toy vehicles. They learn to follow instructions, for example, to place their shoes tidily in the basket. They tidy toys and clear away their own dinner plates.

Very young children show that they are gaining independence as they progress to feeding themselves. They willingly hold out their limbs for the childminder to dress them. Older ones become adept at managing their personal hygiene. The childminder well supports children to gain a good understanding of the importance of physical exercise and a healthy

diet. Babies gain good handling skills as they learn to pass an object from one hand to another; they put shapes into sorters and persevere to complete puzzles. Children are active as, for example, they join in a balloon game, trying to keep it in the air. They eagerly spend long periods in the fresh air, exploring the local environment, including equipment at the park and deciding when to play in the childminder's garden. They look forward to picking ripe tomatoes to include in their meals. Children choose healthy foods, such as different fruits, and are well involved in cooking sessions, for example, to make cookies.

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

The childminder understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage (EYFS). She has a good knowledge of how to use the 'Development Matters' ages and stages to implement and monitor the educational programme for each child. She frequently checks that her planning and assessment are consistent with children's individual requirements. She has good awareness of what each child needs to learn next to provide any additional support that is required, for example, for babies and young children.

The childminder effectively fulfils her responsibilities to meet the safeguarding and welfare requirements of the EYFS at all times. She implements these consistently to make her home welcoming, safe and stimulating. She demonstrates a robust knowledge of child protection procedures, including of how to respond if she has a concern about a child. She has completed child protection training and is booked to attend a further course on safeguarding children to develop her knowledge of supporting children's well-being. The childminder effectively risks assesses and records the information for the home, garden and outings so that hazards are minimised for children. She has good knowledge about legal ratios and how many children she may care for; she is entirely clear about when to notify Ofsted. She has devised all of the required policies in detail so these are a good reflection of her day-to-day practice.

The childminder works well, overall, in partnership with parents. She has created an attractive folder to inform them about her provision and about the new Early Years Foundation Stage. She lends them a copy of her policies and emails a complete set to them. The childminder establishes good partnerships with other providers. She is proactive in getting to know children's school teachers. She talks with them each day and shares the children's school / home diaries. She has a good knowledge and understanding of the importance of partnership working for children to receive the support they need.

Rigorous and effective systems for self-evaluation inform the childminder's priorities and she uses these to set challenging targets for improvement. She is completing the self-evaluation form and her self-evaluations are realistic. She has good regard for young children's expressed wishes and preferences. She values the views of parents and carers, including their wishes about children's routines. The childminder has effective plans for her continuous professional development. She aims to attend further training courses and

intends to gain a level 3 qualification in childcare to further improve provision for children.

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
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

Unique reference number	EY443739
Local authority	Oxfordshire
Inspection number	790057
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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