

Inspection date

Previous inspection date

26/09/2012

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 is knowledgeable about how to use observations to plan activities that link closely to children's individual needs.
- Parents receive a wide range of good quality information about the prime and specific areas of learning so they can support their child's progress.
- The childminder engages in friendly rapport with the children with a strong emphasis on developing communication and language skills.
- Children show high levels of confidence and are keen to learn due to the childminder's engagement in their play.

It is not yet outstanding because

- The childminder does not yet provide a highly stimulating environment outdoors to challenge and stimulate children's learning.

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 main room downstairs.
- The inspector looked at children's learning journeys and the childminder's planning documents.
- The inspector looked through the childminder's documents that underpin her welfare and safeguarding practices.
- The inspector discussed issues with the childminder at appropriate times.

Inspector

Jill Milton

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young child in the centre of Witney, Oxfordshire. The whole of the ground floor of the childminder's home is used for childminding and a bedroom is available for daytime sleep. There is an enclosed garden for outdoor play and the family has a pet rabbit. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for one child in the early years age range on a

part-time basis. The childminder has a qualification at level three in early years.

What the setting needs to do to improve further

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

- expand the range of activities offered in the garden to supplement children's learning experiences.

Inspection judgements

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

Children are receiving close attention to their individual needs, which helps them to make good progress. The childminder has a strong understanding of the learning and development requirements. She draws on her experience to plan activities effectively across all seven areas of learning. The childminder uses the interests of the children to form the basis of daily activities. This means children are motivated to learn and benefit from her enthusiasm in their play. When children take part in construction activities, for example, the childminder brings in aspects of mathematics. Children are learning through play about number, shape and size. The childminder echoes words to children and they learn new names, such as aubergine, when they talk about vegetables together. Children are keen to go outdoors to see the family rabbit and they engage in lively discussions with the childminder about how to care for pets. The childminder is effective in encouraging children to talk about recent events and issues important to them. When children attend other settings, such as pre-school, the childminder talks to them in a reassuring way about their time there. Children enjoy using their imagination to develop scenarios with pretend characters. They confidently operate toys like a fire engine to make sounds and laugh heartily as they recognise animal noises. Children access a colourful range of books linked to their interests, for example, in transport. They concentrate on tasks as they turn pieces of a puzzle around to make it fit. The childminder praises their efforts and allows enough time for them to solve problems independently. The childminder is successfully introducing sensory experiences, such as cake making and modelling with dough. She brings her knowledge of nursery rhymes and action songs into planning, ensuring that she shares this information with parents. This provides families with ideas for supporting their child's learning at home. The childminder is demonstrating thoughtful ways to establish strong links with parents. She encourages comments from parents in a communication book and this is helping her to adapt to meeting children's daily needs. For example, if children have a disturbed night's sleep she is better prepared for possible changes in their energy levels. The childminder has effective systems in place to regularly observe children's achievements and monitor their progress. She is confident at using the Development Matters guidance to ensure children achieve well for their age and to note any particular gaps. On a practical level, this means she makes notes in her planning of future activities.

For example, if she observes a child needing more support with their physical development when using scissors.

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

Children move around the childminder's home with confidence and show by their behaviour that they feel safe and happy. They develop good relationships with the childminder due to her caring approach. She understands how to plan settling in visits so that children and their parents obtain reassurance about her care. The childminder offers children frequent praise and this helps them feel good about themselves. She reminds children about how to stay safe, for example, by not climbing over the side of the sofa but sitting sensibly instead. Children show a good awareness of how to stay healthy. They show familiarity with effective hygiene routines, for example washing their hands after stroking the pet rabbit. They are confident and independent at visiting the bathroom. This represents one example of how the childminder effectively supports children to be ready for school. Children help prepare nutritious fruit snacks, demonstrating sensible behaviour as they use a knife to chop bananas. The childminder is aware of their individual health needs through effective sharing of information with parents. She knows procedures to follow to record accidents or administer medicines to protect children's good health. The childminder has a good knowledge of her local environment. She plans activities to enable children to enjoy energetic play through visits to groups at the children's centre or park. The childminder provides children with good quality resources indoors that match well to the individual areas of learning. She has a good bank of items, such as books and compact discs of songs that she has built up over years of working with children. The childminder is quickly adapting her home to make more resources accessible to children. She understands how to use the outdoor area to support learning. However, the outdoor space does not yet contain many stimulating activities to engage children's interest.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She is well organised and is already establishing a solid foundation from which to develop her practice. The childminder recognises her vital role in protecting children. She has a strong understanding of how to recognise and act on any concerns she may have for a child. The childminder works effectively to maintain a safe home environment. She is using detailed risk assessments to reflect on how to reduce potential hazards so that children can play safely. The childminder pays attention to details such as recording the presence of visitors and checking the contents of her first aid box. She maintains high standards of hygiene to protect children's health and safety. She gained the top grade at a recent visit from the environmental health department.

The childminder is well qualified and has years of experience of working with children and their families. She has a good base knowledge of how to plan activities to support

children's individual learning needs. The childminder is taking proactive steps in contacting other settings children attend to share useful information about development. She produces good quality information for parents regarding the learning and development requirements. Displays of her plans and photographic records of activities encourage parental comments. The childminder reflects on activities so that she can improve her practice. She is evaluating her work and has annotated her wide range of policies with review dates. She shares all her policies with parents and is introducing ideas like a newsletter so that all are clear about procedures and current activities. The childminder acts speedily to address issues for improvement that early years support workers may identify. She has a good record of professional development, which she is seeking to build on now that she is offering a childminding service.

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	EY441886
Local authority	Oxfordshire
Inspection number	803954
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

