

Inspection date

Previous inspection date

19/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are making satisfactory progress in their learning. They are happy and engaged in a variety of activities that interest them.
- The childminder works well with parents to ensure their children's routines are met.
- Children are interested in the activities available and spend time concentrating on self-chosen activities.
- The childminder has a suitable knowledge of children's individual interests and levels of development, which she uses to promote their learning and involvement.

It is not yet good because

- Children's safety is at times compromised as measures are not taken to ensure the premises is fully secure
- The process of self-evaluation does not yet clearly identify all areas for improvement.
- Children have fewer opportunities to support their thinking about mathematics, especially numbers.
- Parental involvement in their child's learning is not yet fully considered to benefit children's 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 sampled documentation.
- The inspector observed the childminder and children at play .
- The inspector spoke to the childminder at appropriate times throughout the inspection, during and after activities.
- The inspector looked at progress records and planning documents and discussed these with the childminder.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 2012. She lives with her parents, partner and young son in a residential area of Didcot. The property is located within approximately 10 minutes walk of the town centre and has schools, parks and children's groups close by. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is caring for one child in the early years age range on a full basis

and two after school children. The family has three dogs and a cat.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the premises are secure (Safety and suitability of premises, environment and equipment)

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

- strengthen the effectiveness of self-evaluation processes to clearly identify areas for development that will continuously improve outcomes for children.
- provide opportunities for children to develop and extend their mathematic skills in everyday situations and play.
- consider ways to further involve parents in their child's learning; for example, by keeping them well informed about their children's progress and encouraging them to be involved in their child's learning at home.

Inspection judgements

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

Children are happy and engaged in the activities offered at the childminder's home. They are able to make their own choices as the childminder arranges toys that are within easy reach for all age groups. This helps children to develop their own play interest and their independence. The childminder supports the children's play well, by interacting with them and promoting good communication skills.

The childminder has a suitable understanding of the children's interests and plans a variety of play experiences to support children's learning across all the areas. Her method for recording children's development is good and clearly shows how the children are achieving throughout the seven areas of learning. The childminder invites parents to view their child's observation records, but as of yet they have not done so or made any contributions to them. This restricts parents' involvement in their child's learning and does not keep them up to date on their child's achievements and progress.

The childminder is aware of the two-year assessment, and will use her observations and assessments, together with discussions with the parents, to write this. Overall, children

generally show the characteristics of effective learning. They develop their own imaginations through role-play, such as playing with the fire engines and concentrate well during creative work.

Children have a variety of opportunities to develop their listening and attention skills. They create animals from dough and explore electronic and battery operated toys. They use their physical skills and imagination well as they press the buttons on programmable toys. The childminder plans a range of activities to encourage children to develop their creative skills, such as painting, creating models and exploring with natural resources, for example conkers. The childminder encourages children to explore and develop their own interest by joining in with their play and encouraging them to try out new things. For example, while playing with the shape sorters, she asks children questions to develop their thinking such as "which do you think will fit in there?" The children think for a while and predict which shape will fit inside the holes, explaining why they think it will fit. This supports the children's problem solving skills, while suitably preparing and aiding children's future development when moving on to their next stage of learning, such as at school.

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

Overall, the childminder meets children's individual needs and supports these appropriately. She does this by ascertaining their starting points and routines with the parents. This enables her to meet children's welfare and care routines well. Children develop their social and physical skills as they regularly explore the community, visiting a variety of children's centres and play parks.

Children's personal, social and emotional development is suitably promoted by the childminder. It is clear that children have formed close relationships with her and she supports the decisions they make within play well. For example, the childminder includes the children's favourite toys from home within the planned activity. This supports children's confidence and independence skills needed for future learning.

The childminder uses consistent methods to manage children's behaviour and offers lots of positive praise to acknowledge children's efforts. Incidents such as not sharing, are discussed and resolved effectively, which helps the children learn to be kind and consider other children's feelings. Children have freedom to play and explore, which is due to the generally well organised space. Resources are accessible which promotes children's imagination and independence.

Children have opportunities to develop self-care skills, such as going to the toilet independently and washing and drying their hands. The childminder displays posters around her home to remind children about healthy eating and good hygiene practice.

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

The childminder is aware of her role to safeguard children and has a suitable documentation in place, such as risk assessments. She has undertaken training in child protection and has contact numbers of local agencies readily available if needed. Generally children are safe; however, their safety is compromised as the premises is not always fully secure. For example, the main doors are not locked; which means that an intruder can enter the home, posing a risk to the children. The childminder has attended recent first aid training, which means she is able to act in the best interests of the children in the event of a minor accident.

The childminder has a suitable range of policies and procedures, which are accessible to the parents and guide her daily practice. Partnership with parents is positive and the childminder ensures that she engages with them daily, via text messages and a daily diary. This helps to ensure that all parents are kept up to date with their child's well being and achievements. The childminder communicates with other providers and has built up a suitable working relationship with outside agencies.

Evaluation procedures are in their infancy. Although the childminder has started to identify areas for self-reflection on the care and education she offers for the children, not all areas are affectively identified, such as promoting mathematics in everyday activities. Despite this, the childminder has a clear vision for the future and is currently undertaking additional training to support her childminding practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment) (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment) (voluntary part of the Childcare Register).

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

Unique reference number	EY442789
Local authority	Oxfordshire
Inspection number	800540

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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.

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