

Inspection date	20/11/2012
Previous inspection date	06/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 well trained and she updates her knowledge regularly to make sure that she continues to provide good-quality care and education.
- The childminder uses well written policies and procedures and a robust knowledge of all requirements of the Early Years Foundation Stage to promote the welfare of all the children in her care.
- Children are making good progress because the childminder plans activities that are focused on their individual learning needs.
- Children are independent and confident learners because the childminder praises them often and celebrates their achievements, both major and minor.

It is not yet outstanding because

- Activities that encourage children to develop a sense of time or to measure time are not fully developed. This means that children are not aware of how long activities take, or aware of the idea of carrying out an activity for a set period of time.

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 the childminder and children playing together.
- The inspector spoke to the childminder about how she meets the learning and welfare needs of the children in her care.
- The inspector looked at written references from parents and carers to consider their views.

Inspector

Naomi Brown

Full Report

Information about the setting

The childminder was registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her two children who are both over school age in a house in Didcot, Oxfordshire. Her home is close to local shops parks and schools, a family centre and a library. Minded children have the use of a dedicated playroom and access to the ground floor with sleeping facilities provided upstairs. There is a fully enclosed garden available for outside play. The childminder is currently minding six children in the early years age range. The childminder

has two dogs.

What the setting needs to do to improve further

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

- help children to develop their understanding of time by providing rich and varied opportunities for measuring time, for example, by using sand timers, clocks, stopwatches and counting.

Inspection judgements

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

Children make good progress in relation to their ages and starting points when they joined the childminder. They develop good skills for their future learning through the childminder's effective teaching. For example, children have good opportunities to develop their imaginative skills through lively role play activities with the childminder. They have lots of chances to speak to the childminder and she models conversations with them very well. Children show good skills at speaking for a purpose. For example, they pretend to call their mummies and daddies on toy telephones, holding a pretend conversation starting with 'hello' and ending with 'bye bye.' Children play shops with the childminder. They choose what they would like to buy and they pay the childminder for their items using play money and play credit cards. They use their small physical skills as they pick play money out of a purse and they press the buttons on the cash register. These experiences also mean children have good opportunities to develop their critical thinking and reasoning skills. The childminder asks them to solve simple and more complex problems as they think of and search for things that they need for their game. Children fetch a handbag, some keys and a shopping basket. They practise their counting skills as the childminder counts play money into their hands, then asks them to give her 'three pennies,' and 'four pennies.'

Children learn to use simple technology as they play with real life objects such as a camera and a telephone. They take photographs of each other, saying 'cheese' to encourage a smile as they press the button. They experiment with size as they try to fit different size handbags over the childminder's head. She asks them to predict whether they will fit and uses lots of language for size as she asks them to tell her if some bags are 'bigger' or 'smaller' than others. However, children do not yet fully understand the concept

of time and how to measure time during routines and activities. Children play cooperatively with the childminder, rolling balls back and forth to her. They also cooperate very well with their friends and enjoy playing in groups as well as on their own.

The childminder uses thorough observations and assessments of children's progress to plan interesting and relevant activities for them. She identifies clear next steps for children's learning and then she uses these steps in her planning so that children are able to make good progress. Observations and assessments for each child in her care identify that children are all learning at least as expected and in some cases are achieving milestones that are beyond expectation for their age. The childminder regularly assesses how well her activities meet the learning needs of children. She identifies strong challenges for children, to make sure that they are able to progress to the next stage of learning.

Children have many opportunities to explore books and show confidence in their emerging reading skills. For example, after the childminder has read a story for each child, both children fetch a book which they 'read' to the childminder. They hold the book correctly, turn the pages and describe the pictures to the childminder. As a result, they make good progress in developing their early literacy skills.

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

Children feel safe, secure and welcomed into the childminder's home where she meets all of their welfare needs. The childminder clearly enjoys looking after children and she treats them with great affection. They enjoy sitting on her lap and playing on the floor with her. Children are confident learners because the childminder praises them often. She is enthusiastic with all children and they absorb this enthusiasm, for example, during dancing activities, jumping, running and dancing, giggling throughout. They spin, jump and fall down and recognise the effects of movements on their bodies. They say they are 'dizzy' after they spin and they drop to the floor with a bump after they spin, saying 'tired now.' This helps children learn about the positive effects of exercise on their bodies and informs them about healthy lifestyles.

Children have good opportunities to take managed risks and learn about their own safety. The childminder's home is safe and secure and well risk assessed so that children enjoy lots of freedom to move and roll around on soft play mats. On outings, the childminder gives the children clear boundaries to allow them some freedom while maintaining their safety. Children wear high visibility jackets and the childminder takes them to large enclosed spaces so that they can learn to stop at the next tree and wait for the childminder. She works closely with all parents so that she can meet their needs, for example by changing her working hours so that she can support parents' work commitments. Parents praise the childminder's care. Written feedback states that they enjoy watching how their children have developed in her care. They particularly praise the childminder's positive attitude and that she enables all of their children to have fun in her

home.

Children show good levels of self-control. The childminder teaches them to be caring and gentle with their friends, with the childminder and with her two dogs. Children cuddle each other and they share responsibility for small tasks, such as carrying plates in for snack. This encourages their growing independence. Children eat a wide range of healthy foods and the childminder offers them nutritious choices so that they understand which foods promote their good health. Children enjoy choosing between raisins, grapes, bananas and apples and they count them out on to the plate. Children feel that the childminder supports and values their choices and, because of this, they feel settled and happy in her home.

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

The childminder provides good-quality care and education because she is fully aware of her responsibilities to meet all the requirements of the Early Years Foundation Stage. She attends regular training to promote her practice, for example, she has completed the Certificate in Early Years Practice and recently updated her safeguarding training. She holds a valid paediatric first aid certificate and displays this with her food hygiene training and her Ofsted registration certificate. This enables parents to see that she is well qualified to care for their children. She monitors and evaluates many aspects of her practice to make sure that she continues to meet all of children's needs. She evaluates activities so that she can identify that she is covering the entire curriculum and meeting children's learning and development needs.

The childminder uses a clear policy and secure knowledge of safeguarding concerns to promote children's safety in her home. She attends regular training in child protection to keep her knowledge up to date. This demonstrates her commitment to keeping children safe. The childminder takes strong steps to make sure that her home is safe and secure for children. She uses thorough risk assessments and daily checks to limit risks to children and areas that children use are clean, safe and secure.

The childminder has a good attitude towards improving her practice. She has carefully dealt with all recommendations from her previous inspection. For example, she has adapted the way she uses observations and assessments to plan activities that meet all children's learning needs. She regularly seeks information and feedback from parents and carers so that she can continue to meet all children's needs. Parents state that they feel fully informed about their children's care and development. The childminder works hard to encourage all parents to feel welcome in her home. She is approachable and supportive and they feel more able to share information with her because of this. This enables her to provide good continuity of care for all children which make them more confident in the childminder's home.

The childminder uses solid partnerships with other professionals involved in children's care to plan a vibrant and cohesive curriculum. She exchanges planning and children's progress files with local pre-schools and spends time each week exchanging ideas and care information. This helps her to meet children's needs more comprehensively.

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	EY292268
Local authority	Oxfordshire
Inspection number	822918
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	06/04/2009
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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