

Inspection date

Previous inspection date

26/11/2012

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 has developed secure relationships with the children and they feel safe in their environment.
- Daily outdoor activities help the children enjoy the benefits of a healthy lifestyle.
- The childminder has a good understanding of the importance of encouraging children learning English as an additional language. They use both their home language and English in their communication.
- Children's individual needs are well met because the childminder establishes good two way communication with parents through discussion and daily diaries.

It is not yet outstanding because

- The routine used to promote children's health is not consistent, especially at mealtime. As a result children do not learn fully about the importance of self-care and washing their hands.

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 play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at records and documentation relating to children's care, learning and development, and a selection of policies.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder has been registered since 2011 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their pre-school child. The main areas used include the sitting room, open-plan kitchen, dining area, play room, conservatory and upstairs toilet facilities. There is an enclosed rear garden with grass and patio areas for outside play. The childminder is currently caring for three children and of these, two are within the early years age range. The childminder holds a relevant childcare qualification.

What the setting needs to do to improve further

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

- encourage children to further develop their understanding of hygiene and self-care by ensuring they wash their hands prior to eating.

Inspection judgements

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

Children are happy and engaged within their play and make good progress in relation to their developmental starting points. The childminder interacts and plays well with the children. This promotes their continued learning and development overall. Children have their interests well met, as the childminder is on hand to engage them more fully within a book. For example. By asking appropriate questions, such as 'where is the duck' and 'what noise does the cow make'. This successfully develops the children interests within the books whilst affectivity promoting their communication and language.

The childminder encourages the children to explore the resources and to solve problems for themselves. For example, as she gives them clues on how to get the shapes into the shape sorters. She uses her good knowledge of children's individual abilities and stage of development to help them reach their full potential and be ready for starting school.

The childminder has yet to implement the progress check at the age of two, but has a suitable understanding of what is required when the time arises. She is able to identify what the children in her care are able to do and demonstrates this through highlighted aspects of the learning and development guidance. Planning challenges children well and helps them make the most of the activities provided.

Children have good opportunities to develop their physical abilities through visits to children's centres and soft play areas. This enables the children to develop their social skills, explore media, and build upon their communication and language. The childminder promotes children's listening, attention and speaking skills by reading stories, listening to rhymes and music and providing outings to the library. Children are beginning to learn that print carries meaning through a variety of creative activities such as exploring with dough and colouring.

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

Children are at ease with the childminder and clearly feel secure within her company. The childminder communicates with children in a positive and respectful way. She values what they say and shows a great interest in what they do. Babies respond to her non-verbal communication, such as playing tickle games and dancing to the music together.

Behaviour is good overall, with children sharing resources in harmony. Little disputes are well managed by the childminder and children are helped to understand that throwing toys is not acceptable. Overall, children are encouraged to develop healthy lifestyles with a good focus on outdoor activities. For example, they enjoy free play in the garden and regular visits to the local parks. Children enjoy a range of healthy meals and snacks that include fresh vegetables and fruit. Although children play in a clean environment, their health is jeopardised slightly, as they do not always wash their hands prior to eating. This does not fully support them to learn about good hygiene. Nevertheless, children are encouraged regularly to wash their hands after visiting the toilet and when returning home from outings.

Children benefit from the welcoming and well-organised environment. They have access to a good range of play equipment that provides sufficient challenges and interest. The childminder makes good use of the available space and rotates resources to provide children with plenty of variety. They learn about their own safety and know to stay near to the childminder when using the stairs to access the toilet or when going for a rest. The childminder talks to children about fire procedures and has practiced them with the children. This as a result promotes the children's understanding of how to keep themselves safe in the event of a fire.

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

The childminder has made a good start to her childminding service. She has a good knowledge of safeguarding procedures and understands her responsibility to protect the welfare of the children attending. Children's safety is well maintained as the childminder has all required records and documentation in place. She makes effective use of risk assessment to minimise accidents within her home and to keep children safe on outings.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. This as a result enables her to provide a fun filled day for children, whilst promoting their all round development.

The childminder demonstrates good awareness of reviewing her practice to bring about positive outcomes for children. She has completed training on the new Early Years Foundation Stage framework and has registered to complete an advance safeguarding training in the near future.

The childminder engages very well with parents, she ensures that all parents receive

verbal communication at the end of the day of the child's well being and achievements. The younger children have a daily diary, which as results ensures that parents have a secure knowledge of what their child has eaten and enjoyed within the day. The childminder understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity of care. As yet she does not have any children attending any other provision.

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	EY426837
Local authority	Oxfordshire
Inspection number	772764
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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