

Inspection date	11/12/2012
Previous inspection date	24/04/2009

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

- Children enjoy warm relationships with the childminder and show that they feel settled and secure as a result.
- The childminder uses good quality discussions during free play and adult-led activities, which support children's learning effectively.
- The childminder plans an interesting range of activities and outings to support all areas of children's learning.
- The childminder works well with her co-childminder and takes the lead in maintaining a safe and welcoming environment.

It is not yet outstanding because

- The childminder has taken steps since the last inspection to introduce more written words into the play environment, but she is still not fully promoting this aspect of learning.
- The garden is not currently accessible to children due to building work, which limits opportunities for children to play and learn outdoors.

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 children's play throughout the inspection.
The inspector held discussions with the childminder throughout the inspection,
- including a more in-depth discussion about leadership and management practices towards the end of the inspection.
- The inspector sampled records of children's progress.
- The inspector looked at evidence of the childminder's qualifications and took account of her self-evaluation form.
- The inspector took account of the views of parents through questionnaires.

Inspector

Gillian Little

Full Report

Information about the setting

The childminder registered in 1992. She lives with her husband in a residential area of Witney. The whole ground floor of the childminder's house, together with two first floor bedrooms, is available for childminding. There is an enclosed garden available for outdoor play. The family has a dog. The childminder works with her daughter-in-law who is also a

registered childminder. She is currently caring for five children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register to care for older children. She is currently caring for five older children. She offers care on a daily basis, before and after school, and during school holidays. She walks or drives to the local school and other early years facilities to take and collect children. The childminder has a level three qualification in home based childcare

What the setting needs to do to improve further

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

- extend opportunities for children to learn that print carries meaning by creating an environment where they can learn about words, such as labels on toy storage boxes.

Inspection judgements

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

Babies are happy, content and secure in the childminder's care. They show a strong interest in exploring their environment and they are confident playing alongside older children. The childminder plans activities to include all children, ensuring that babies can join in. For example, while toddlers play at the table with toy animals in fake snow, babies are able to handle the animals while securely strapped into a high chair. Babies benefit from a language rich environment and they take a keen interest in different sounds. For example, when the childminder sings a song with toddlers, babies crawl towards her and listen intently. They are confident in developing their physical skills, such as pulling up to standing, and the childminder actively encourages this to extend their progress.

Toddlers play well together and are able to share resources and take turns. They enjoy good quality discussions with the childminder during their free play and adult-led activities. The childminder encourages a discussion about Christmas as children explore the animals in fake snow and she introduces new vocabulary, such as 'reindeer' and 'pine cones'. She relates the activity well to children's real-life experiences of visiting a zoo, reminding them of when they saw penguins swimming. She makes good use of mathematical language to help children learn about number in relation to their individual development. She encourages younger toddlers to count 'one, two' and helps older toddlers to count up to six. As a result, children are fully engrossed in their play. They confidently repeat words, copy familiar expressions and learn to hold a conversation.

The childminder supports children's literacy skills well overall. She helps toddlers to hold pencils correctly, she reads stories that engage children's interest and she helps children to recognise their names on their cups. Since the last inspection, she has taken some steps to introduce more written words into the play environment, such as labelling children's names on the coat rack. However, she does not extend this process extensively, for example, there are no labels on toy storage boxes.

The childminder plans an interesting range of outings to support children's learning and to provide fresh air and physical exercise. Children enjoy collecting pine cones in the woods, visiting a local bus museum and outings to the local zoo. These experiences effectively support children's understanding of the world around them. The childminder thoughtfully provides waterproof suits so that children can enjoy outdoor play in all weathers. However, the childminder's garden is not currently accessible to children due to building work, which limits opportunities at the time of inspection for children to freely play and learn outdoors. The childminder is planning to develop the outdoor learning environment once building work finishes.

The childminder has good relationships in place with parents. She gains information when children first start about their levels of development and interests so that she can plan relevant activities. She provides detailed daily diaries with information about activities children have enjoyed and notes about their progress. She keeps parents up-to-date with children's next steps in learning so that they can support their education at home. She provides comprehensive feedback to parents of two-year-olds about their children's development in accordance with new legislation. Overall, the childminder is successful in planning for children's individual needs to prepare them for their next stages of learning.

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

Children enjoy warm relationships with the childminder and show that they feel settled and secure as a result. Babies smile broadly when the childminder talks to them, showing close attachments. Children are confident and well motivated to explore the play environment and to engage actively in learning. Although the playroom is small, resources are easily accessible and children are able to spread out into the hall and kitchen as they wish. A large table in the kitchen provides additional space for children to enjoy tabletop activities, such as drawing and sticking. The childminder provides daily opportunities for children to spend time outdoors on their outings, or walking to and from school, as the garden is currently not accessible. Overall, the learning environment and planned activities support children's all-round development well.

Children develop good social skills and demonstrate positive behaviour. They show interest in each other, smiling and showing that they are kind and caring. Toddlers are developing some independence in regard to toilet training and the childminder supports them well to learn about appropriate hygiene procedures. Children are developing a positive approach to healthy eating and enjoy nutritious snacks, such as blueberries, grapes and cheese. The childminder encourages them to talk about their favourite part of the snack, which helps them take an interest in healthy eating. The childminder supports parents to provide

nutritious lunch boxes to further promote healthy lifestyles. Children are able to rest and sleep in accordance with their individual needs and routines, which promotes their well-being effectively. They are learning about keeping themselves safe as the childminder supports them to understand road safety while on outings and plans interesting topics, such as firework safety, to extend their awareness.

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

The childminder demonstrates a secure understanding of safeguarding children procedures, such as possible symptoms of children at risk and how to respond to concerns. She has completed recent training and has a written policy in place that she shares with parents. She works well with her co-childminder to supervise children and keep them safe. She follows sensible safety procedures, such as having a stair gate to prevent access to the stairs and keeping external doors secure. She has recently reviewed procedures for taking children to and from school, which results in better levels of supervision and safety.

The childminder monitors and evaluates her educational provision well to provide children with a good range of activities and to promote their individual progress. She correctly identifies children's stages of development and understands how to support children if they fall behind. She seeks the views of parents and children through questionnaires, which are all very positive. She has plans in place to add a conservatory to her home, which she intends to use for further play space and to improve outcomes for children further. She is also planning to attend further training to extend her knowledge and understanding of young children's care and learning.

There are no children currently on roll attending other settings or receiving support from outside agencies. However, the childminder demonstrates a clear understanding of the importance of working with other professionals to enhance continuity for children. For example, she develops good partnerships with the local school as necessary to share information and to support children's transitions.

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
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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	134360
Local authority	Oxfordshire
Inspection number	890878

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	24/04/2009
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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