

## Inspection date

Previous inspection date

17/12/2012

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

- Children are happy, settled and confident. The childminder makes sure that her home is safe and appropriately organised so that children can easily select what they want to play with both indoors and outside.
- The childminder has a good and secure understanding of child development. Children in her care have good opportunities, to extend their learning in all areas pertinent according to their interests and stage of development.
- The childminder demonstrates a clear commitment to keeping her skills updated and is committed to developing her practice, to provide good care and learning opportunities for each child.
- Time spent outdoors each day encourages children to enjoy a healthy lifestyle and promotes good habits for the future.

### It is not yet outstanding because

- While the childminder requests some information about children's learning at home, she has not yet provided further opportunities for parents to contribute to their children's learning and development records.

## 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 home speaking with the childminder at appropriate times.
- The inspector looked at a selection of policies and children's records.

## Inspector

Susan May

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and one child in the town of Abingdon in Oxfordshire. The ground floor of the home is used for childminding, with bedrooms upstairs for daytime rest. There is an enclosed garden for outdoor play. The childminder takes and collect children from local pre-schools and schools. The family keep chickens in a pen in the garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children who are within the early year's age range. The childminder's provision operates all year round, at times agreed with the families of children for whom she cares. The childminder holds an NNEB childcare qualification.

## What the setting needs to do to improve further

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

- provide further opportunities for parents to contribute to their children's learning and development records through sharing information about children's learning at home

## Inspection judgements

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

The childminder is secure in her knowledge of how children learn through play. She considers children's age, ability and interests in order to provide a broad range of age appropriate activities. The childminder plans activities that effectively cover all areas of learning. As a result, all children make good progress in their learning and development. The childminder observes children regularly and monitors their interests. For example, younger children draw smiley faces for activities they have enjoyed and older children make written comments. The childminder uses the children's feedback for future planning.

The childminder is confident in her knowledge and understanding of how to promote the learning and development of young children. She joins in with their play as she sits on the floor with them and develops their language skills at every opportunity. She talks to babies and young children who are learning to talk and responds well to their non verbal language and gestures. Older children's language develops well, as they experiment with words and sounds, such as describing Christmas decorations as 'fabioso'. Babies and young children enjoy a range of bright and colourful resources which they eagerly look at, feel and explore. For example, they look through the winter/Christmas box and handle pine cones, tinsel and baubles, and enjoy smelling cinnamon. Children develop future skills, as they enjoy pressing buttons to make sounds that relate to pictures within books. The childminder recognises that babies and young children have short attention spans and provides a range of resources and activities to choose from that are interesting and easily accessible. Activities are extended depending on children's interest, so that older or more able children are provided with stimulating challenges that help move forward in their learning. The childminder develops children's interests in books, through regular visits the library to choose their own books. They sit and read alone or enjoy sitting with the childminder for quiet stories. Older children enjoy making up their own stories, using their imagination as they make themselves into ballerinas, dancing and acting out their ideas. Children learn about nature, the environment and the local community as they go on a variety of outings with the childminder. These include visits to the farm and walks around

the park looking at the colours of the leaves. All children are developing their senses in a variety of interesting ways, as they make marks with their fingers in the flour, listen to music and smell fruit flavoured tea bags. The childminder effectively uses everyday events and routines to develop children's early understanding of number, for example, as they cut up and count pieces of banana.

The childminder observes children's individual progress and identifies the next steps for their learning. She includes photographs of the children and examples of their work in assessment records.. Children make good progress towards the early learning goals, in line with expected levels of development for their age group. They enjoy new challenges and are eager to learn. As a result, children are beginning to acquire the skills and attitudes that will help them, as they move onto the next stage of their learning and eventually to school. The childminder uses learning and development guidance to assist her, as she observes and records what children can do. She obtains initial information from parents regarding their child's starting points, holds daily verbal conversations with them and provides some opportunities for them to contribute to the progress records. However, parents do not have regular opportunities to share information about learning from home in order to contribute fully to their child's learning and development. This reduces continuity. The childminder has some knowledge of progress records that need to be completed for children aged two to three years. Consequently, she has booked on a course to extend what she already knows. The childminder provides an inclusive environment for the children attending. For example, she treats girls and boys equally and provides resources that promote other cultures. Through discussion, the childminder demonstrates that she is aware of the importance of seeking support for children who may have Special Educational Needs and/or disability. She also knows how to meet the needs of children learning English as an additional language.

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

A caring relationship with the childminder helps promote children's well-being and helps ensure they feel safe and secure. Their personal, social and emotional skills develop successfully in the homely environment the childminder offers. The childminder is extremely clear of the children's developmental steps, knows each child well and provides activities to ensure they continue to make progress across all areas of learning. Children show affection and care for each other and are encouraged to treat each other and the environment with respect. The childminder has effective behaviour strategies in place. These include simple house rules with age appropriate explanations of the reasons why they are in place. Older children help reinforce younger children's understanding. For instance, as they remind younger children not to run on the decking outdoors when it's wet as it might be slippery. Good relationships exist between the minded children and the childminders' family. Babies receive lots of spontaneous cuddles and hugs that help them feel valued and part of her extended family.

Children are able to move freely around the areas in which they play. They have good access to an exciting range of resources both indoors and outside. Children have many opportunities to develop healthy lifestyles as they play outside in the fresh air, go on

regular walks and visit local groups. A range of outdoor resources in the childminders garden enables the children to develop their physical skills. For example, they balance and climb, play ball or use a variety of tools to dig in the soil. Children begin to be aware of healthy eating as the childminder provides food which is nutritious and popular with them. They have choices about what they want to eat and are encouraged to take regular drinks. Meal times are social occasions in which children are involved, for example, as they get out the cutlery to set the table. This helps develop a sense of belonging and promote good future eating habits. The childminder works very well in partnership with parents to ensure children's routines, dietary needs and sleep patterns are followed. Children are encouraged to think about their own safety in a variety of ways for instance, they regularly participate in the fire evacuation procedures so they are aware of the steps to take in an emergency.

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

The childminder discusses all policies and procedures with parents before children are cared for, this includes a comprehensive safeguarding policy. The childminder has a clear understanding of child protection procedures and how to put them into practice to protect the children in her care. Children play in a safe and secure learning environment, as the childminder completes written risk assessments that cover all areas of the home, garden and outings. She is vigilant in her supervision of the children at all times. All children's personal information is recorded and maintained professionally and securely. Confidentiality is maintained at all times.

The childminder holds a recognised childcare qualification and demonstrates a commitment to improving her practice further, as she actively seeks and completes training courses. She considers her practice carefully, noting what is successful and has been of benefit to the children, whilst addressing areas she recognises could be developed. The childminder regularly seeks and puts into practice advice from local authority and external agency advisers. Parent's opinions are requested and valued and any suggestions are taken on board and addressed, such as providing them with children's food menus in advance. This helps to ensure that children receive a well balanced diet.

All personal information and feedback details about the children is recorded and securely kept. Parents can talk to the childminder at any time, share a daily diary about the children's welfare and have access to their children's progress records. Parental feedback expresses their appreciation of the care the childminder provides. They comment on the caring environment, how happy and settled the children are with the childminder and the confidence they feel in leaving their children with her. None of the children currently on roll attend any other early year's provision. However, the childminder understands the importance of sharing information, when appropriate, to promote consistency of care, play and learning when children attend other settings.

## 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

<b>Unique reference number</b>	EY448222
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	806509
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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