

Inspection date	07/01/2013
Previous inspection date	15/01/2009

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 creates a friendly rapport with the children, which helps them to feel secure in her care and ready to learn.
- The childminder builds successful partnerships with parents so that all work together to support children's development.
- Children are learning valuable social skills that help prepare them for school life effectively. They do not need prompting from adults to show kindness to each other.
- The childminder uses her experience of working with children to provide activities that take into account different ages and abilities.

It is not yet outstanding because

- Although children are learning to enjoy books, they see few other examples of words in the home or garden, to show them how words can be used in fun ways to convey meaning.

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 downstairs room.
- The inspector discussed issues with the childminder and her assistant.
- The inspector spoke with a parent and read feedback from families.
- The inspector looked at a range of documentation including children's records.

Inspector

Jill Milton

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and son in Wheatley, Oxfordshire. The home is within easy travelling distance of local schools, shops and parks. Childminding takes place on the whole of the ground floor of the home with bedrooms for daytime rest if required. There is an enclosed garden for outdoor play. The family has two dogs, two cats and one rabbit. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for five children in the early years age range and four older children. The

childminder occasionally works with an assistant.

What the setting needs to do to improve further

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

- create an environment that shows many examples of print, for example with names, signs or posters, to extend early literacy.

Inspection judgements

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

Children are keen to explore a new storage unit, where they find a good range of toys to interest them. They particularly enjoy using their early technological skills to switch on toys to make sounds. During play, the childminder provides effective support to their learning since she is good at recognising their differing needs. For example, she introduces the sounds of letters to help them progress onto the next step in learning. Children gather around the childminder when they use a fabric calendar to display the date. Apart from this though, there are few other word labels on show, for example children's names, to help them recognise familiar words. The childminder does support other aspects of communication and literacy well. The children choose books for themselves and sit quietly to listen to stories. They are familiar with nursery rhymes and join in when the childminder begins singing. Some songs introduce mathematics, as the children learn about counting down and working out how many monkeys remain in a popular rhyme. The childminder keeps a friendly rapport going with the children, with a strong emphasis on developing their vocabulary skills.

The childminder has a thorough understanding of each child's development. She is using a new scheme to record their achievements and plan how to support their next steps in learning. The childminder cross-references her notes against developmental charts to help her identify and narrow gaps. Her real strength though lies in how she can discuss how children are progressing. The childminder works effectively with parents to discuss any potential areas of concern. For example, she monitors language development closely and provides information to parents that may be useful at medical consultations. The childminder is aware of the need to prepare assessments of the two-year-olds in her care and is following guidance from her childminding support network.

Children receive a varied programme of activities that cover all areas of learning. They make visits into the local community and play with toys that help them understand the

world. The childminder provides a wide range of creative activities, varying the media so children explore dough, paint, chalks or water. Children concentrate at activities, for example as they thread cotton reels carefully onto laces, demonstrating good coordination. When children show enthusiasm to join magnetic cars together the childminder extends the activity by encouraging them to count the vehicles. Children can take part in activities that match their growing understanding. The childminder's assistant is helpful in supervising activities in the kitchen where older children can concentrate more effectively. When all the children wish to play with paper and crayons, the childminder tailors the activities to their ages and abilities. Older ones, for example can play sensibly with felt-tip pens and do challenging dot-to-dot puzzles. Young children enjoy exploring early mark making with chunky crayons on plain paper as they learn to control movements. One parent noted their appreciation of how the childminder recognises the needs of the individual child. Parents provide a good range of information to the childminder about their children's development. Helpful conversations take place as parents drop children off to play. Parents appreciate input from the childminder, for example borrowing books for children over the school holidays

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

Children have a good rapport with the childminder and her assistant. The childminder offers a welcoming environment and children receive the reassurance they need. When a child arrives to play, the young ones already present welcome them with smiles and waves unprompted by the childminder. There is a pleasant atmosphere between the children and they play well together. The childminder offers sensible guidelines, such as expecting good manners and showing kindness to each other. Parents write of their appreciation that the childminder works with them to provide consistency in managing children's behaviour. Children learn how to stay safe as they play and are cooperative when it is time to tidy away toys before bringing out new games. They sit sociably together to have a morning snack and they follow sensible hygiene routines to help protect their health. The childminder helps children develop their independence, for example with toilet training. Children receive a good range of nutritious foods over the week and the childminder is attentive to their individual health requirements. She takes an active role in preparing children for changes in their lives. For example, she accompanies children on their visits to a new pre-school and talks to them about the experience. The childminder knows which activity they will want to go to when they arrive at pre-school to reassure children about what will happen. The childminder builds strong links with a range of local schools so that she can help provide consistency in children's care and learning.

Children access a good range of resources in the childminder's garden, where they can enjoy active play. They also visit parks to use different equipment to challenge their physical skills. The childminder rotates resources indoors so that children have a wide variety of experiences. She makes creative use of storage areas in the home to produce new games that provide fresh interest for the children. This helps to maintain children's enthusiasm for learning through play, contributing to a positive attitude for later school life. The childminder provides a quiet place for children who need a daytime sleep. When children are tired, the childminder responds warmly to their needs, offering reassuring

care. She follows sensible hygiene routines, for example during nappy changing routines, to prevent cross-infection.

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

The childminder draws on her many years of experience of caring for young children. She is able to help them make good progress with their learning and development. The childminder evaluates her work and uses feedback from parents effectively to make changes. She responds, for example, to suggestions for a greater range of games for older children. The childminder attends groups at her local children's centre, in order to share good practice and keep up with changes. She responds positively to recommendations from previous inspections and attends training courses to extend her skills. Since the last inspection, she has made changes to the home to improve outcomes for children. For example, with an increase in outdoor play space that children can use all year around. In addition, the childminder has purchased some attractive new storage units for books and toys to improve presentation and accessibility.

The childminder uses risk assessments of her home effectively to help children to play and rest safely. She makes use of equipment like safety gates to reduce potential hazards to young children. The children take part in regular emergency evacuations of the home to increase their awareness of home safety. The childminder attends updates to her knowledge about how to safeguard children. She listens to and acts on direction from other professionals to help keep children safe when they are in her care. The childminder is aware of the steps to follow if she has concerns about the welfare of a child. She also helps to protect children's good health, by maintaining a clean home. The childminder keeps information accessible for herself and parents from the Health Protection Agency, regarding advice on common childhood illnesses. This is one example of how she builds successful partnerships with parents. In written and verbal feedback from parents, they express their satisfaction with the childminder's care. Parents speak of the 'good team work' they see between the childminder and her assistant. The childminder shares her range of policies with parents and shares information with them relating to children's development. Along with information she shares with other settings children attend, the childminder is meeting the needs of the children well. Overall, she has a good understanding of the safeguarding and welfare requirements.

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	EY301682
Local authority	Oxfordshire
Inspection number	896970

Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15/01/2009
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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