

Inspection date	29/01/2013
Previous inspection date	11/03/2009

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 successful in engaging the children in learning as they play. She paces activities well to match the concentration span and interest of the children.
- Children particularly enjoy imaginative play using puppets, dressing-up clothes and musical instruments. This helps them to express their ideas and explore using their senses.
- The childminder works closely with parents to build up effective partnerships that benefit the children's development.
- Children develop a good awareness of healthy eating as they take an active role in choosing and preparing snacks.

It is not yet outstanding because

- The range of resources overall supports children's learning effectively. However, there are days when there are few examples of words, letters or numbers on show to support children's first steps in literacy and numeracy.

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 room where children play.
- The inspector had discussions with the childminder during the inspection.
- The childminder explained her system for monitoring children's development.
- The children included the inspector in their imaginative games.
- The inspector read letters from parents.

Inspector

Jill Minton

Full Report

Information about the setting

The childminder registered in 1993. She lives in Witney with her husband and two adult sons. The home is close to local schools and pre-schools. The whole of the ground floor of the house is used for childminding. The garden is not used for outdoor play but the childminder takes children on daily outings in the local area. The family has a dog. 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 four children in the

early years age group and seven older children who attend on a part-time basis.

What the setting needs to do to improve further

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

- enrich the learning environment so that children have plenty of daily opportunities to see letters and numbers, for example with posters, name labels or signs.

Inspection judgements

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

Children develop a broad range of skills that prepare them well for future learning. They are keen to take part in activities and respond well to the childminder's lively encouragement. Children play happily with others they meet at the childminder's home, listing all those they are inviting to a forthcoming birthday party. Children mix with a wider social circle during the week as they spend time at local groups or visit other childminders who live nearby. The confidence that the children develop forms an important part in preparing them for later school life.

The childminder is developing some encouraging methods to monitor the children's development. She seeks advice to help her create new systems that take into account the children's progress across all areas of learning. The notes she is making so far indicate she has a good understanding of child development. She draws on her experience to focus on areas where children need extra support. In these instances, the childminder successfully engages with parents. This means they are working in partnership with her to help children take the next steps in learning. Parents discuss specific issues, such as behaviour management to address promptly any gaps in development.

The childminder focuses well on supporting children's communication and language. She effectively engages the children in conversations as they play together. Children respond well to open-ended questions as they learn to use language to talk about what they are doing. They enjoy recalling recent events, such as walks on a snowy day. Children express their ideas and make choices about which resources they would like to play with. They can find books and the childminder offers shared story times on a regular basis. The childminder talks knowledgeably about the children's current interests. She takes part in the children's imaginative play to help them focus longer on an activity. The children are delighted to see her joining in with dressing-up and moving to music. They are keen to explore a box of instruments, using control and coordination to make different sounds.

When children play with teacups, the childminder introduces early mathematics as they match cups to saucers.

Children show a good awareness of safety as they talk about the danger of hot drinks or sharp knives. Children develop dexterity and control as they use scissors under the careful supervision of the childminder. They enjoy using recycled materials, such as old Christmas cards, to make collage pictures. When they use water-filled pens to make marks, children like to explore with broad movements. They remember that a rainbow has many colours and they repeat the clear words the childminder says to them. The childminder plans activities that support early learning effectively. She has a realistic expectation of the concentration span of younger children and paces the activities well.

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

Children show confidence as they interact with the childminder and each other. The childminder has a good rapport with the children and there are many instances of laughter as they play together. This means children are ready to learn through their play since they are safe and secure. The children happily engage with visitors too, as they include the inspector in their imaginative games. The childminder maintains this good level of support to the children as they make transitions to pre-school and school. She makes effective use of her local contacts, built up over many years, to interact with staff at settings children attend. The childminder also uses these links to help her adapt to new requirements. She is working with local pre-school staff, for example, to discuss how best to prepare assessments for two-year-olds. Visits to local groups also provide a good opportunity for minded children to develop familiarity with new environments and people. They are learning about similarities and differences, as they play with resources that reflect different the diversity of the world. Parents note how the childminder is a positive role model by promoting kindness and acceptance of others. As a result, children behave well and talk about their feelings as they make happy or sad faces.

The childminder includes active play in the daily plans to help children develop a positive attitude to exercise. Although she does not use the garden at her home for outdoor play, she compensates by taking children to the park. They also regularly accompany the childminder and her dog on longer walks over local fields. Children visit the supermarket to help make healthy choices for snack times. They chat amicably to the childminder as they wash their hands and clean the table before eating. Children show a good awareness of how to stay healthy by adopting these effective hygiene routines. They take part in washing and cutting up grapes, carefully counting out the correct number into a bowl. The childminder has access to a wide range of resources overall. She shares many items with her neighbour who is a registered childminder too. Over time, children play with resources that cover all the areas of learning. Children are using toys that help them gain skills for school life, for example, when using a variety of electronic items that introduce technology. The childminder ensures a number of key activities, such as dressing-up clothes, are always accessible to the children at her home. This is an improvement, following a recommendation from the last inspection. Her home is welcoming, though on some days the resources do not show the children many examples of letters, words or

numbers.

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

The childminder has a competent understanding of how to safeguard children. She has a more secure awareness of the area of child protection since attending training recently. The childminder has a number of sensible procedures in place to help keep children safe in her home. She prepares written risk assessments for outings, demonstrating that she gives consistent thought to the safety of children. The childminder gains information from parents so that she knows any individual health needs. She shares helpful advice on how to promote healthy eating and keeps in close contact with parents if children become unwell. The childminder organises her home so that her dog remains in a different area to where the younger children play. The childminder demonstrates a good understanding of the safeguarding and welfare requirements.

Parents speak highly of the care the childminder offers, one stating that she is 'a great source of comfort and reassurance'. They like the support that she provides to children's learning and notice progress in their child's speech and social interaction. One parent writes that the childminder 'finds learning in everything they do'. The childminder is currently meeting on a one-to-one basis with each family to provide them with helpful information about the Early Years Foundation Stage framework. She is using the valuable input from parents to complete children's records of development. This demonstrates her successful approach to partnership working.

The childminder is reflective about her standards of care and very enthusiastic about her work with children. She attends training courses in order to meet the safeguarding and welfare requirements. She has, for example a valid first aid qualification. To improve her practice, the childminder makes use of local contacts in her community. She shares good practice with other childminders and staff at local pre-school settings. This helps her to maintain good standards.

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	134374
Local authority	Oxfordshire
Inspection number	846422
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11/03/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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