

Inspection date

Previous inspection date

30/01/2013

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 a secure knowledge of the Early Years Foundation Stage; as a result, children are progressing well in all areas of their development.
- Children are happy, confident and well settled in the warm, welcoming environment.
- The provider meets the safeguarding requirements and therefore promotes children welfare effectively.
- There is a strong partnership with parents and regular information is shared with them which helps to promote children's learning and development needs.

It is not yet outstanding because

- When children require a sleep for longer periods, the childminder uses a pushchair, so children may not always feel comfortable and relaxed.
- Although the childminder has completed the evaluation of her practice she has not yet considered how to involve the parents in this process.

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 spoke to the childminder when appropriate.
- The inspector observed the children at play.
- The inspector sampled the childminder's documentation.

Inspector

Hilary Tierney

Full Report

Information about the setting

The childminder registered in 2012. She lives with her two children in Sutton near Whitney. The family have two dogs, a cat, two guinea pigs, two rabbits, chickens and a Shetland pony. The whole of the property is available for childminding purposes, although children generally play in the separate play room and downstairs rooms. There is a downstairs bathroom and a large enclosed garden. The childminder lives within walking distance of a shop and local amenities. She is able to take and collect children from the local primary school and pre-school. She currently has three children on roll. The childminder holds a foundation degree in early years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare

Register.

What the setting needs to do to improve further

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

- consider using appropriate equipment, such as a cot to help children feel comfortable and relaxed when sleeping for longer periods.
- develop the self evaluation process by considering more ways to take into account the views of parents.

Inspection judgements

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

Children make good progress in their learning and development relative to their starting points. The childminder is confident and experienced and, as a result, she is able to clearly identify those children who require extra support and extension. She regularly shares information with parents about children's next steps and progress. This helps parents to feel involved in their child's learning. The childminder knows the children well and provides a range of activities that support their growing curiosity. For example, she allows children to explore various textures through filling a tray with water and placing in it flower petals, items that float and sink and plastic cars. The younger children really enjoy playing in the water and watching what the different items do.

Children enjoy looking at books and enjoy story time with the childminder. They sit on her knee as she looks at a book with them, looking and talking about the pictures and allowing children time to identify the pictures. She constantly talks to the younger children and repeats to them the sounds and noises they are making. This helps to develop children early language skills.

Children enjoy moving around the rooms easily and have access to a balanced range of resources that reflect the diversity within the community. Children play with natural materials such as plastic bottles, jugs and wooden toys. This helps children explore different textures. The childminder helps the younger children with their early walking by holding their hands as they wander around the setting. Children are able to develop their physical skills. They are able to use a small indoor climbing frame with a slide and enjoy climbing the steps and sliding down the slide. Children enjoy looking at themselves in mirrors. The childminder talks to them about who they are seeing and repeats the sounds

the child makes as they look in the mirror. Children develop their coordination skills effectively. The childminder provides a wooden peg board and shows the younger children how to bang the pegs through the holes with a wooden hammer. The children copy her and are praised as they achieve the task.

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

Children demonstrate they are comfortable in their surroundings and the childminder provides a warm, safe environment where they may play safely. As a result, children are prepared for their next stages in their learning and development, for example, pre-school. The childminder supervises the younger children well at all times.

The younger children are beginning to learn about the rules of the setting. They are encouraged to share and take turns through careful direction from the childminder. Children interact with the childminder as they play and obviously enjoy being with her. She offers cuddles and reassurance when required to the children. Younger children are developing good relationships with the childminder who has a calm, caring approach towards them. She divides her time equally between the children which means that all children feel included and secure in the setting.

The childminder helps younger children to understand about healthy lifestyles. She is a good role model and has good nappy changing procedures in place. Children see her regularly washing her hands and the highchairs before preparing their snacks. Younger children are beginning to understand about healthy hygiene practices as they have their hands wiped before they eat. They are taken on regular outings around the local areas which helps them to understand about healthy lifestyles. They have regular supervised access to the family pets; this helps them develop an understanding about respecting other creatures. Younger children have their individual needs met well. The childminder allows children to sleep according to their individual needs. However, the childminder uses a pushchair in the entrance hall where other children are playing. This means that children who sleep for longer periods may not always feel comfortable and relaxed.

The childminder has developed a strong partnership with parents and through using a two-way daily diary ensures they are able to contribute to their child's routine and day regularly.

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

The childminder is knowledgeable and has a good understanding about the revised Early Years Foundation Stage framework. She is clear about her responsibility to meet the learning and development requirements. The childminder completes detailed observations and assessments on the children in her care and consequently she is able to identify clearly children's next steps and plan for their future learning. The childminder is experienced and actively promotes equality and diversity within her setting. The

childminder provides a warm, friendly environment that is safe and secure where children are able to progress well and learn about the world around them. The childminder has a good understanding about her responsibilities to meet the safeguarding and welfare requirements. The childminder has detailed risk assessments that cover all aspects of the home, any outings and emergency evacuations are regularly practised with children. She has all necessary paperwork in place and obtains all necessary written parental permissions before children start with her. These procedures clearly help promote children's safety.

There is a good partnership with parents in place. Daily diaries, learning journals and observation folders are regularly sent home for parents to read and make comments on. The settling-in process means that children are comfortable in their surroundings when their parents leave them.

The childminder is well organised, motivated and has completed a detailed evaluation of her practice. She has clearly identified areas to develop and improve for the future. However, the parents are not fully involved in this process. Therefore, the childminder has not been able to take into consideration any views or suggestions they may have to help develop and strengthen the outcomes for children.

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	EY448035
Local authority	Oxfordshire
Inspection number	809016
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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