

**Inspection date**

22/01/2013

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

**The quality and standards of the early years provision**

**This provision is outstanding**

- The childminder knows the children and their learning styles extremely well. She uses her excellent knowledge to excel and meet the children's individual learning needs.
- Children develop exceptional relationships with one another. They play together harmoniously and show concern and care.
- The childminder is highly skilled and a trained teacher. She uses her experience to ensure that children are secure and form excellent relationships with her. This in turn helps them to be independent, confident and self-assured.
- The childminder provides exceptional learning experiences and activities for all children, which in turn inspirationally enhances children's development.

## 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 within the home, including the playroom, sleeping areas, dining room and hallway.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled children's development files, planning, policies and procedures and the childminder's self-evaluation form.
- The inspector took account of parents' written feedback and comments within the compliments book.
- The inspector spoke to children and interacted in their play.

### Inspector

Tracy Bartholomew

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and their pre-school age child in Grove, Oxfordshire. The childminder uses the whole of the house for childminding,

with the exception of the office. There is an enclosed garden for outside play. The childminder makes use of local facilities, such as parks, the library and toddler groups.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range.

### **What the setting needs to do to improve further**

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

- expand the educational programme for expressive arts and design, for example, extend existing opportunities for children to experience live performances, such as dancers and musicians from local theatre groups.

### **Inspection judgements**

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

The childminder has an excellent understanding of the Statutory Framework for the Early Years Foundation Stage. She has an extensive awareness of each child's developmental level and uses this to plan purposeful and enriching learning activities. Children eagerly take part in a wide range of stimulating activities and play experiences that purposefully extend their learning and development exceedingly well, such as exploring cooked foods within their role play.

The childminder monitors children's progress very effectively through daily observations, and all children to make rapid progress in their learning, given their starting points. Planning is stimulating, linked to areas of learning and tailored to meet the needs of all children. This is readily available to parents to promote learning at home. As a result, this enables the childminder and parents to assist children in making excellent progress. The childminder has completed very detailed progress checks for two-year-olds. These capture the uniqueness of the children and clearly identify each child's progress and areas to develop. Review meetings are undertaken and fully supported by the parents, which the childminder values for consistency in care. Parents receive extremely detailed daily diaries and regular one to one feedback. This enables the childminder and parents to consistently support and promote children's learning together, as they work towards the same goals.

Children are enthused and expertly supported in a wide range of activities and experiences. The childminder fully engages with all children to ensure that they feel valued and included, using her expert knowledge of teaching early years children. She applies highly effective learning and developmental strategies to plan activities that engage all children and effortlessly enhance their learning in all areas. For example, when celebrating Chinese New Year, the childminder uses first hand experiences with the children to develop excellent opportunities to learn about people and communities. She motivates children's learning and awareness of the world we live in through in-depth discussions. For example, in order to broaden children's understanding of the cultural traditions behind Chinese New Year, the childminder provides handmade resources to demonstrate the exchange of red money envelopes to bring good luck. The children express their individual creativity. They use their imagination as they make cultural decorations, such as patterned lanterns and Chinese coolie hats. Children also learn to dance to Chinese music and explore body techniques as move gracefully.

Children's awareness of the written word is promoted through menus and the association of the visual food. The childminder extends children's themed learning through practical activities, for example, they describe the feel, the textures and the differences once the foods are cooked. The childminder supports children to identify their likes and dislikes of the foods through a tally chart. She helps the children to explore a range of descriptive vocabulary to represent the way their senses feel as they discover the new foods.

The childminder enhances children's mathematical awareness through high levels of engagement. For example, during an activity using dough to make 'pizzas', the childminder provides interesting and various real life resources to enhance children's first hand experiences. These include pastry cutters and pattern wheels for designing their 'food' shapes for the 'pizza' toppings. The childminder makes excellent use of extending children's language through open questioning. Together, they discuss the colours, shapes and quantities of the different types of imaginary foods. This leads to the childminder extending children's understanding of mathematical concepts through real life cooking experiences, such as comparing ingredients when making biscuits and cakes. This effectively stimulates their thinking skills and thoroughly extends their learning. The childminder shares children's involvement in cooking activities through an attractive display of photographs in children's learning profiles.

Children show great enthusiasm for the activities on offer; it is clear they love all activities. The children experience a high number of education activities across the learning curriculum. These kind of activities provide excellent support for children and assist in preparing them to be ready to start school. However, as yet children do not experience live performances, such as dancers and musicians from local theatre groups, to further enhance their development in expressive arts and design. Nevertheless, planning and documentation shows that the childminder provides a wide range of exceptionally fun filled learning activities.

Children have developed exceptionally strong bonds and secure emotional attachments with the childminder and their peers. It is clear that the children thoroughly enjoy their time with the childminder and that together they all have exceptional good relationships. The childminder provides excellent settling-in processes to support children in transitions to her care. For example, ongoing visits, observations and discussions with parents, are used methodically to identify children's starting points and plan for their individual needs. This consequently allows the children to flourish within the childminder's care.

Development records show that the childminder understands the uniqueness of each child and demonstrate how they are supported to ensure they achieve their full potential. Children settle extremely well. The childminder is an experienced teacher and she uses her skills to offer warm and purposeful interactions to enhance children's physical and emotional well-being. All children show a strong sense of security and feel safe within the setting. The childminder stays with sleeping children upstairs to keep a watchful eye on them at all times to fully promote their safety. In addition, when the childminder and the children are out and about in the community, the childminder highlights minor potential hazards and discusses these with children.

The childminder gently reinforces children's awareness of good behaviour age appropriately. She helps children to develop their understanding of good behaviour from an early age using a system of reward markers. For example, the childminder gives children a pebble to add to their jar to celebrate their individual achievements. As a result of the childminder's consistent and innovative behaviour management strategies, children's behaviour is exemplary; they know how to behave safely and consistently, referring to the rules they helped to devise together.

Children play in an extremely clean, secure and comfortable homely environment. The home is conducive to children's learning, as it allows children to make independent choices and decisions about what they want to do and play with. The dedicated playroom is welcoming, bright and very well equipped with an abundance of resources and themed activities. These resources are accessible and support children in the seven areas of learning. Children gain an excellent understanding of healthy lifestyles because the childminder is proactive in communicating and reflecting children's knowledge. First-hand experiences help children understand the importance of good personal hygiene routines, such as washing their hands before eating and using separate towels for hand drying. The childminder talks with children in detail about the importance of removing germs and this is clearly understood by the youngest children as they readily answer the childminder's gentle questions. Children learn to make healthy choices in what they eat from a balanced and nutritious diet the childminder supplies. The childminder helps children to learn about healthy eating. She takes children on shopping trips in the community to help develop children's understanding of where food comes from. For example, they visit the fishmongers and the butchers to buy the ingredients for their meals. The childminder has good knowledge of children's special dietary requirements and preferences and adapts her menu to ensure these are routinely met. Children have daily opportunities for fresh air and exercise, regardless of the weather, to experience a wealth of learning opportunities within the local facilities and environment. Regular outings to the park and to groups

positively support children to be creative, socialise and develop their confidence in physical skills.

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

The childminder demonstrates an excellent understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has a comprehensive understanding of her responsibilities to safeguard children's welfare and is fully committed to maintaining and enhancing standards. The childminder has highly effective policies and procedures in place, which are supported by her extensive awareness of how to protect children's safety overall. The childminder places high emphasis on safety and well-being of children, particularly when they are walking out and about with her. She invites children to identify hazards, such as the dangers of running near traffic or the hazards of icy and uneven pavements. The children are invited to share their thoughts and discuss their suggestions before these are put into practice. Comprehensive risk assessments are in place. These are regularly updated and reflected upon to reduce any potential hazards to children. Fire safety equipment is in place and the childminder carries out regular fire drills to develop children's understanding of what to do in the event of an emergency.

The childminder evaluates her practice accurately, using her lengthy experience as an early years teacher to successfully compare and contrast how children are progressing in their learning. She is proactive and forward thinking in seeking to improve what she offers the children. She regularly attends training workshops to ensure she is offering current strategies in childcare. This successfully allows her to meet the learning and development requirements for all children in her care. The childminder visits other childcare provisions, including childminder settings, to exchange quality practice and reflect upon her own provision.

The childminder is highly committed to working in partnerships with others. She works in effective partnership with other settings children attend. This promotes consistency in meeting children's individual learning and care needs. She has an exemplary vision and ensures that the children, parents and carers benefit highly from this. Parents receive excellent information about the childminder's service and their children's time with her, for example, four-monthly parents' evenings, high quality newsletters and questionnaires. Parents benefit from daily discussions, written feedback and regular social events. It is clear from feedback that the partnerships with the childminder are exemplary. As the childminder is approaching her maternity leave, the parents have agreed to take annual leave until she is able to care for their children again. This clearly demonstrates the parents' high regard for this childminder.

## 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>	EY439349
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	885632
<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>	5
<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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