

Inspection date

Previous inspection date

18/03/2013

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 knows children well and plans stimulating activities that challenge their individual capabilities. As a result, children are making good progress in their learning and development.
- Children develop genuine bonds with the childminder and demonstrate that they feel secure in her care.
- The childminder supervises children closely to promote their safety. She provides a stimulating learning environment indoors with a good range of easily accessible resources.

It is not yet outstanding because

- The childminder does not make the best use of the garden as an outdoor learning environment for the youngest children, particularly during the winter months.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play activities indoors.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector took account of the childminder's self-evaluation form, including how she gains feedback from parents.
- The inspector sampled documentation, including children's development records and the childminder's qualifications.

Inspector

Gillian Little

Full Report

Information about the setting

The childminder registered in 2012. She lives in Bicester, Oxfordshire, with her husband and son. The family has two cats. The childminder uses the whole of the ground floor for childminding, together with a first-floor toilet, bathroom and two bedrooms. There is a garden available for outdoor play. Access to the home includes a step into the house but the childminder can fit a ramp as necessary. The childminder is registered on the Early Years Register and is currently caring for three children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register although currently has no older children on roll. She supports children from service families. She offers care on a daily basis, before and after school, and during school holidays. She is available to walk to the local school and pre-school to take and collect children.

What the setting needs to do to improve further

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

- develop a richer and more varied outdoor learning environment throughout the year by, for example, having a well-planned area where babies can move and explore.

Inspection judgements

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

The childminder provides a stimulating indoor environment, where a good range of resources is easily accessible for children to choose from freely. Children enjoy exploring a play kitchen and accessories or choosing books to share with the childminder. The childminder supports their communication and language skills effectively. She introduces new vocabulary, such as 'strawberries' and 'sweetcorn', and talks to them about what is happening so that they can link words to actions.

Well-planned focused activities help children to develop specific aspects of their learning. The childminder encourages children to explore water in shallow bowls with straws and bubbles. Children are tentative at first but quickly build up confidence through lots of praise and encouragement from the childminder. They soon pat their hands in the water and pop the bubbles, smiling and squealing with delight. The childminder is preparing children well to feel confident in exploring different sensory experiences.

Children enjoy fresh air daily and often visit local parks to develop their physical skills. The childminder organises interesting outings, such as to local museums, to support children's

understanding of the world around them. However, she does not make the best use of the garden as an outdoor learning environment for the youngest children, particularly during the winter months.

The childminder knows children well. She finds out about their starting points in learning through good partnerships with parents. She observes their progress routinely and assesses their achievements accurately. The childminder plans stimulating activities that challenge children's individual capabilities to help them make further progress. She informs parents frequently about their children's development through daily discussions and daily diaries. She is proactive in helping parents to support their children's development at home. For example, she talks to parents about resources and strategies they can use as their children show a desire to take their first steps. As a result, children are making good progress in preparation for their next stages in learning.

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

Children develop genuine bonds with the childminder and demonstrate that they feel secure in her care. They explore their environment with confidence knowing that the childminder is close by to support them. The childminder is effective in supporting children's growing sense of will and determination. She uses simple strategies appropriate to children's ages, which she agrees with parents, to help reduce incidents of frustration. As a result, children learn to be kind to others and learn that some things belong to other people.

The childminder supervises children closely to promote their safety. She helps children to learn about safe behaviour successfully by explaining that it is not safe to throw toys or climb on furniture. At the same time, she promotes children's independence effectively; she encourages them to put food waste in the bin or to help with undressing during nappy changing. The childminder provides healthy snacks, such as fruit, to promote healthy eating and helps children to develop a positive approach to eating well. She supports parents effectively during the weaning process through encouragement to provide a variety of finger foods. This approach helps children to develop independence skills appropriate to their stages of development. Children are able to sleep in accordance with their individual routines, which the childminder carefully discusses and agrees with parents. The childminder provides a welcoming and comfortable bedroom and settles children down quickly so that they get the sleep they need.

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

The childminder demonstrates a good understanding of her responsibility to meet the legal requirements of the Early Years Foundation Stage. She has a secure awareness of safeguarding children procedures having attended recent training. The childminder is familiar with possible signs of children at risk and with procedures to follow if she has concerns. She carries out daily safety checks and supervises children closely to reduce the

risk of accidents.

The childminder monitors children's progress carefully. She understands the legal requirement to assess children's progress at the age of two years. She is beginning to consider how to prepare towards this for the children in her care who are all currently under two years. The childminder demonstrates a good understanding of how to support children who may need extra help to close any gaps in achievements. For example, she understands the importance of working in partnership with other professionals who are able to provide additional guidance. The childminder develops good relationships with parents. The notice board provides parents with lots of information about the service provided. For example, how to make complaints and a statement that policies are available on request.

The childminder evaluates her practice well. She encourages parents to feedback their views about her practice verbally and is considering using questionnaires to aid this process further. She takes good account of children's interests when planning activities so that they enjoy what they do. The childminder constantly reviews what is working well and identifies areas for additional improvements. She is planning to attend further training and to develop her planning records as part of this process.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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|---|------------|
| The requirements for the voluntary part of the Childcare Register are | Met |
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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 action. 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 | EY452034 |
| Local authority | Oxfordshire |
| Inspection number | 885069 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| 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, which are usually the childminder's 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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