

Inspection date	04/04/2013
Previous inspection date	18/06/2009

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

- Children benefit from the warm, caring relationships that clearly exist between them, the childminder and her family.
- Children's communication and language is promoted well through a broad range of interesting and fun activities.
- The childminder provides healthy home-cooked meals and snacks, thereby supporting children's awareness of healthy lifestyles.
- The childminder is an experienced childminder who is enthusiastic about childminding and continually reflects on her practice.

It is not yet outstanding because

- the childminder does not regularly share information about children's progress and learning, with other settings children attend.

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 and childminder observed the children at play, discussing issues at appropriate times.
- The inspector considered parents comments and views through their written feedback.
- The inspector sampled policies, documents and records and discussed children's development and the childminder's observations.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 1972. She lives in a village near Reading in Berkshire with her husband and adult daughter. Her husband is a registered assistant and supports her in her care of the children. The ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and both compulsory and voluntary part of the Childcare Register. There are currently four children in the early years age range on roll. The childminder also offers care to older children. The childminder is open for three days each week throughout the year.

What the setting needs to do to improve further

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

- improve how information about children's learning and development is shared with other settings they attend to better promote consistency and continuity of learning.

Inspection judgements

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

Children are excited by the activities and experiences the childminder offers and are eager to learn. This helps them to make good progress in their learning. The childminder establishes good links with parents from the outset, gaining detailed information about children's needs, interests and learning at home. Ongoing information from parents and observations the childminder makes as children play help her plan and provide activities that reflect their interests. The childminder encourages parents to contribute to their children's learning and development. This shared learning from home helps children build on what they already know and prepares them well for the next stage in their learning. The childminder understands the requirement for completing a progress check for two-year-olds and the value of sharing the information with parents.

Children use developing language to express their needs and enjoy the childminder talking to them about their activities as they play. Older children are confident communicators. The childminder frequently repeats words back to children and engages in conversation that helps increase their vocabulary. She helps young children recognise letter sounds. For example, they say, 'Pop, pop, pop', with emphasis, as they 'cut' through a pretend

birthday cake. Children enjoy books and have a good range of easily accessible books available to them. They visit the library regularly to select from a wider range. They enjoy sharing books and sit comfortably with the childminder or her assistant to listen to stories. For children who are keen to read, the childminder makes time to sit and listen to them telling her the story.

Children are confident and frequently request the childminder and assistant join in with their games. Toys and activities are easily accessible and children develop independence as they choose what they wish to play with and how they wish to play with it. The childminder supports children but does not intervene unnecessarily. For example, she allows a young child to open a drawer by himself to look for a toy and praises him when he manages it. This promotes children's self-esteem and encourages them to try new things. The childminder takes children on many outings. For example, they go on woodland walks to local parks and on bus rides to explore the local area. They learn about the natural environment as they put bird food out, talk about the weather and look out for the squirrel in the garden. Resources, including role-play materials and books, help develop children's knowledge of disability, diversity and different cultural events. Children's future skills are promoted as they begin to learn how technology works. For example, young children use mobile phones in their play and older children work the television remote control. Children become familiar with numbers as they count during their play and begin to develop an understanding of number order and value. They problem solve as they use construction toys and build road tracks, working alongside each other to fit the pieces together. Children enjoy music and songs as they listen to a favourite television programme and move around with obvious pleasure.

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

Children develop good relationships with the childminder and her family. They settle well in the warm, welcoming family home environment. Children follow familiar daily routines that help them feel safe and secure because they know what to expect throughout the day. The childminder understands children's needs well due to the effective relationship established with parents. Children behave very well. They quickly learn to share and take turns within the familiar and consistent boundaries and expectations. They receive lots of praise and encouragement as they play. This helps boost their confidence and self-esteem and helps them to develop positive relationships with others.

Children confidently move around the childminder's home exploring the toys and activities on offer. They select from a wide range of toys and equipment that are easily accessible and suitable for their ages and preferences. Children enjoy opportunities to experience outdoor activities as they enjoy play in the garden, in local parks and in woodland areas. Children learn to consider the needs of others. For example, older children assist younger children in putting a train track together and help them get out their chairs for snack time. The childminder helps children respect and value diversity through resources such as books and toys that positively reflect people's differences. This helps children develop a broader understanding of the wider world.

The childminder regularly reviews her risk assessment and take steps to ensure the environment is suitable to meet the needs of the children attending. Children begin to understand how to stay safe and older children often remind younger children of safe practice. For example, why they need to be careful with the fishing rod game so they don't accidentally hurt themselves. Children have healthy home-cooked meals and snacks and sit together to enjoy meals as a social occasion. The childminder encourages children to try a range of fresh fruits and vegetables to benefit their health and well-being. Children begin to learn where food comes from as they become involved in growing and planting vegetables in the garden. Children follow good hygiene routines. They use individual towels for hand washing and have their own drinks containers. This positive practice helps to prevent the spread of germs and teaches children good hygiene routines for later life.

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

The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development and welfare requirements. She is an experienced childminder, with good childcare skills, and clearly understands how children learn. She uses her observations and information from parents to plan effectively for children's development. The childminder monitors and tracks children's progress, helping her to plan for each child's next steps. This means children are making good progress throughout all areas of learning. The childminder is aware of the importance of partnership working. However, while she has some knowledge of children's learning at other settings and generally children's needs are met, information is not shared on a regular enough basis to fully promote consistency and continuity of care, play and learning.

The childminder recognises the importance of being vigilant about safety and following appropriate procedures to help keep children safe. She knows the steps to take and who to contact in the event of a concern about a child she cares for. Therefore, her safeguarding practices help to promote children's welfare effectively.

The childminder evaluates her provision and keeps her knowledge fresh by receiving information from external groups. She is committed to caring for children well and identifies where she can develop her practices. For example, she recognises that by joining local toddler groups young children's social skills will benefit.

The childminder works very well with parents to establish children's starting points. She allows time for daily discussions to share important information about children's care needs to promote consistency. She provides parents with her policies and procedures so that they are clear about her role and responsibilities. This helps ensure they have clear expectations of her practices. Parents are extremely happy with their children's care. They value the 'healthy home cooked meals', which the childminder provides. They state that

the childminder helps children achieve, 'educational milestones' and clearly understand each child's, 'individual strengths and weaknesses'.

The Childcare Register

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	133750
Local authority	Oxfordshire
Inspection number	846412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	18/06/2009
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, 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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