

<b>Inspection date</b>	23/04/2013
Previous inspection date	18/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 calm and caring attitude to which young children respond well. Children are developing confidence and a positive attitude to learning since they receive individual praise and attention from the childminder. This supports their personal, social and emotional development effectively.
- The childminder interacts well with children in order to build their communication skills. Children echo the clear words they hear and are extending their range of vocabulary.
- Parents express a high level of satisfaction with the childminder's service. They note how well children progress with specific aspects of learning, such as enjoying books.
- The childminder establishes effective daily routines to help keep children safe and healthy. She has a good understanding of the safeguarding and welfare requirements that underpin her work with children.

#### **It is not yet outstanding because**

- The childminder does not organise her wide range of resources effectively to enable children to make independent choices about what they would like to play.

## 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 activities in the main playroom.
- The inspector toured the other rooms and the garden where care is provided.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including safeguarding procedures and children's records.
- The inspector read written feedback from families.

## Inspector

Jill Milton

## Full Report

### Information about the setting

The childminder registered in 2005. She lives with her husband and three adult children in Oxford. The home is within easy travelling distance of local schools and nurseries. The whole ground floor of the childminder's house is used for childminding, with access to a bathroom upstairs. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children 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:

- review the presentation of toys so that children can more easily develop independence in making choices about what to play with.

### Inspection judgements

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

Children receive good quality care from the childminder that is helping them make progress in all areas of development. The childminder demonstrates some effective practice to support early learning through play. For example, when children play imaginatively with teacups the childminder provides a running commentary. This technique supports young children's language development very well. Children repeat her clearly spoken words and show encouraging communication skills for their age. The childminder uses a wide range of books to promote children's interest in stories and the natural world. Children copy as she points to objects for counting in books about farm animals. Children are learning to count and recognise simple shapes. They concentrate well, for example, when they are twisting shapes to fit into a shape sorter. The childminder is on hand to provide effective encouragement just at the right time. Children are pleased with themselves when they complete a task and the childminder offers praise. Children are gaining positive self-esteem and a good attitude to learning from an early age. These skills contribute well to their future learning in school.

The childminder monitors the children's development closely. She shares frequent discussions with parents about how the children are progressing across different areas of learning. The childminder is aware of the need to complete progress checks for two-year-

olds. She has liaised effectively with nursery staff to ensure this regulatory assessment is in place. Parents say how pleased they are with the level of information they receive about children's development. The childminder is able to talk in some depth about children's current achievements and areas to support and aid their progress. For example, she observes when children seem to enjoy one type of play such as enclosing objects in containers. She provides resources to support children's current interests. As a result, children in her care receive individual attention to aid good progress or identify gaps in development.

Children learn about their community and the wider world through outings. From time to time, the childminder makes use of local amenities such as the park or children's centre to offer variety to the children's day. Children learn about different cultures and backgrounds as they play with resources that promote diversity in a positive way. Occasionally children accompany the childminder to church services. Children are keen to play with toys that help them understand the world. They enjoy games with doll's house furniture, placing soft toys in bed or in the bath. Children show a developing understanding of routines and they mimic how to use equipment like a telephone. They are curious about how toys work and test flaps and buttons, showing some careful coordination. Children make decisions about what to play with and they express their imagination. Young children make their requests known to the childminder by pointing. Although, the childminder is quick to respond to their needs the current organisation of the resources does not promote children's independence very well. During the day, children spend time in different rooms downstairs. The childminder provides creative play with drawing materials or dough, for example, in a room overlooking the rear garden. Children also have opportunities in this room for active play with ring games and dancing. The childminder offers these alternative activities if the weather prevents outdoor play in the garden.

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

Children are content and happy in the care of the childminder. They frequently interact with her as they play, receiving good levels of attention. Children are familiar with morning routines and the childminder explains what is happening next to reassure them. When children need a daytime sleep, they settle quickly in a quiet room in a clean travel cot. The childminder checks on children as they sleep to help keep them safe and comfortable. Parents provide the food children eat in the day and the childminder works effectively with them to encourage healthy eating. Children sit safely in a high chair to enjoy nutritious morning snacks, developing independence as they feed themselves. The childminder speaks in calm and reassuring tones to children. She plays quiet classical music while children eat and this helps to create a peaceful atmosphere. Children receive praise for doing well and they echo phrases like 'good girl' they hear the childminder use. The childminder describes how she focuses on a positive approach to behaviour management, rather than telling children not to do things. The childminder helps children cope with changes, for example, when they begin nursery. She talks to children about their experiences when she collects them at lunchtime so that she can support their

development.

Children spend their day in a homely environment. The childminder has a good range of resources overall that support each area of learning and she has a good understanding of the children in her care. The childminder provides clean toys and provides variety to the children's day. Although she does not display all resources effectively, the children are developing motivation and interest in learning through play. The childminder is particularly effective at supporting children in their emotional and language development. These key areas are an important base for future school life.

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

The childminder has a good understanding of the safeguarding and welfare requirements. Since her registration in 2005, she shows improved levels of awareness of the legal requirements. The childminder pays effective attention to keeping children safe. She has morning routines for cleaning and checking the home to protect children's health and keep hazards to a minimum. Responding to an action set at the last inspection, the childminder is more aware of the need to carry out risk assessments for outings. The childminder has a competent understanding of how to safeguard children. She attends training in the area of child protection and knows how to act on concerns linked to children's welfare. The childminder keeps a wide range of information accessible to enable her to contact the relevant agencies should the need arise. The childminder has a conscientious attitude to hygiene. She follows careful routines when changing children's nappies, for example, to maintain children's health. The childminder completes accident and medication records and keeps parents well informed.

The childminder accurately evaluates her standards of care and she attends essential training courses to keep her skills up to date. She has addressed previous actions and recommendations in order to raise the quality of her practice. The childminder builds successful partnerships with parents. In recent questionnaires, all parents express a great deal of complimentary feedback about the childminder. They write how their children are 'making very good progress' and are 'always stimulated and happy'. The childminder has discussions with parents when children start in her care, so that she has a good awareness of their development and needs. On-going communication ensures that parents remain well informed about how the children spend the day and how they are developing. The childminder records some developmental milestones in a diary for each child and this complements her good working knowledge of the children. She chooses to care for low numbers of children, usually to a maximum of two at any one time, in order to provide effective individual support. The childminder interacts well with staff in other settings children attend to provide good continuity of care and early education. She demonstrates a good understanding of the learning and development requirements.

### **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 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

<b>Unique reference number</b>	EY303154
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	814888
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/11/2008
<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, 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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