

Inspection date

26/04/2013

Previous inspection date

02/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder fosters warm and genuine relationships with children, which helps them to feel settled and secure. Children develop good social skills under her careful guidance.
- Children make good progress towards the early learning goals. The childminder plans enjoyable activities and demonstrates a secure understanding of children's levels of development.
- The childminder uses some high-quality discussions to support and extend children's learning and development. Some children are making very good progress in their communication skills.
- The childminder has made effective improvements to her practice and paperwork since the last inspection.

It is not yet good because

- The childminder has failed to maintain a current paediatric first aid certificate, as required.
- The childminder does not use the full potential of the garden to provide resources and activities covering all areas of learning.
- The childminder does always pronounce initial sounds correctly to extend children's early reading skills effectively.

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 both indoors and outside.
- The inspector talked to the childminder at appropriate points during the inspection.
- The inspector took account of the views of parents through documentation.
- The inspector looked at children's assessment records and sampled other documentation, such as training certificates.

Inspector

Gill Little

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband, teenage daughter and three older children in Didcot, Oxfordshire. Access to the home is via some steps. With exception of the living room, the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play. The family have pet rabbits. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is caring for five children in the early years age range and five older children. She offers care on a daily basis, before and after school, and during school holidays. She walks or drives to the local school and other early years facilities to take and collect children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a current paediatric first aid certificate is held; first aid training must be local authority approved and be relevant for childminders caring for young children.

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

- develop a richer and more varied outdoor learning environment by, for example, providing resources which reflect all areas of learning
- extend children's early reading skills by, for example, pronouncing initial letter sounds correctly.

Inspection judgements

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

Children enjoy a good range of enjoyable activities during their time with the childminder. They keenly explore modelling dough and excitedly talk about birthday parties as they pretend to make cakes. The childminder supports their play well and uses good-quality interactions to maintain their interest and extend their thinking. She extends the activity

well for older children by providing number and letter moulds to reinforce aspects of mathematics and literacy. Children show a good awareness of numerals and letters as they talk about the prints made in the dough. They quickly recognise their names on laminated cards showing good progress in their reading skills. However, the childminder does not always pronounce initial sounds correctly to extend their skills further.

Outdoors, children enjoy a 'bug hunt' planned by the childminder to reflect children's interests. Children show a positive approach to living things and their environment. The childminder extends the activity successfully by encouraging children to draw familiar insects with crayons on paper. Children show good levels of confidence in using physical play equipment, such as a climbing frame and slide. The childminder supports the youngest children effectively, supervising them closely so that they can take part in physical activities safely. Children thoroughly enjoy their time outdoors. However, the childminder does not use the garden to its full potential, as she does not provide resources and activities covering all areas of learning.

The childminder knows children well and demonstrates a secure understanding of their levels of development. She confidently identifies where children are on track, behind or ahead for their ages. She uses this information well to consider children's next steps in learning and to plan activities to help them make further progress. As a result, children are making good progress overall. The childminder is preparing them well for their next stages in development and for school. Some children are making very good progress in some areas, such as in communication and language skills.

The childminder develops positive partnerships with parents. She provides good information through discussions and diaries about children's daily experiences and any progress. She talks to parents routinely about supporting children's learning at home and about their experiences in other early years settings. This approach helps to promote consistency effectively between the home and childminding setting.

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

The childminder fosters warm and genuine relationships with children, which helps them to feel settled and secure. The childminder clearly relishes her time with children and there is lots of laughter and good humour. She offers frequent praise and recognition of children's achievements, which promotes their confidence and self-motivation effectively. At times, older children demonstrate very positive social skills, such as spontaneously offering younger children resources to play with. Older children demonstrate friendly behaviour, initiating conversations with confidence and playing well together. At other times, they can become fractious and younger children demonstrate their growing sense of will and determination, resulting in frustration. The childminder maintains a very calm, patient and well-humoured approach. She helps older children to understand the feelings of others and she supports younger children to achieve their intentions. As a result, children develop good social skills.

The childminder takes many positive steps to promote children's safety and well-being. However, her lack of up-to-date first aid knowledge has the potential to compromise their well-being in the event of any injuries or medical emergency.

Children develop a good understanding of the importance of a healthy lifestyle. They know to wash their hands before snack time and they do this thoroughly with good supervision from the childminder. They enjoy opportunities to try a variety of healthy foods as the childminder plans tasting sessions, for example, to try mango or pineapple. The childminder encourages lots of outdoor play and explains to children why this is important. Good supervision as children engage in physical activity enables them to take managed risks in a safe environment. This process effectively supports their understanding of how to play safely.

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

The childminder has a secure understanding of her responsibilities in meeting the Early Years Foundation Stage requirements. Since the last inspection, she has made many effective improvements to her practice and paperwork. She now maintains a good range of documentation, policies and procedures, which she reviews regularly to help underpin good practice. She provides good levels of supervision and a safe environment. She has a secure understanding of safeguarding children procedures, attending relevant training to promote her knowledge effectively. She ensures that all household members have appropriate background checks. However, she did not identify the need to update her first aid training in good time to ensure that she maintains a current and relevant first aid certificate. She has booked on training to rectify this.

The childminder has successful procedures in place to assess children's progress, identify gaps in achievements and to plan for their individual needs. She attends further professional training to improve her practice in delivering the educational programmes. She demonstrates that she is able to evaluate activities effectively, identifying areas for development to enhance children's learning experiences. For example, she considers the use of magnifying glasses and other equipment for use in the next 'bug hunt' to help children explore insects more effectively. She has good ideas for further improvements, such as providing a wider range of technology resources.

The childminder receives positive feedback from parents who state that their children are making good progress. The childminder is sensitive to children's cultural backgrounds and works well with parents to reflect these in planned activities and celebrations. She promotes consistency with other settings that children attend by regularly talking to children's key persons, or by exchanging information through parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first aid qualification is achieved. (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is achieved. (voluntary part of the Childcare Register)

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	134735
Local authority	Oxfordshire
Inspection number	900052
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	02/03/2012
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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