

Inspection date

Previous inspection date

01/05/2013

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

- Children enjoy stimulating activities that the childminder matches well to their individual interests and levels of development. As a result, children are making good progress in all areas of learning.
- Children enjoy good relationships with the childminder, demonstrating that they feel safe and secure.
- The childminder works well with parents to find out about children's care routines and preferences so that she can reflect these effectively in her setting.
- The childminder is well-organised. She gives a high priority to children's safety and well-being. She provides a welcoming and safe environment.

It is not yet outstanding because

- The childminder is still developing strategies to fully engage parents in their children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed play activities and welfare routines.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records.
- The inspector sampled documentation, including the childminder's training certificates.

Inspector

Gillian Little

Full Report

Information about the setting

The childminder registered in 2012. She lives in a first floor flat in Bicester, Oxfordshire, with her fianc and young child. She uses the living room, kitchen, bathroom and one bedroom for childminding. Access to the flat is by stairs. There is no garden but the childminder takes children on daily outings in the local community. The childminder is registered on the Early Years Register and is caring for one child in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and has no older children currently on roll. 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 other early years facilities to take and collect children. She holds a National Diploma in Childhood Studies at level 3.

What the setting needs to do to improve further

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

- extend strategies to fully engage parents in their children's learning.

Inspection judgements

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

Young children enjoy their time with the childminder and show a keen interest in activities. The childminder provides a stimulating learning environment with easily accessible resources that encourage children to explore independently. She does not have a garden but takes children on daily outings to play outdoors. She is proactive in promoting children's physical development, such as taking play equipment to the local park. As a result, children can explore tunnels, balls and bubbles while enjoying fresh air and developing their physical skills.

The childminder plans stimulating activities, which she matches well to children's individual interests and levels of development. Young children enjoy playing with a flour and water mixture planned by the childminder to promote sensory experiences and making marks. She actively encourages children to be inquisitive, showing them how the mixture can drip from a height. Children smile in response and enjoy the feel of the mixture on their fingers. The childminder supports children's play well with good quality interactions. She explains what she is doing, asks questions and values children's responses to promote their communication skills successfully.

The childminder has good processes in place to assess children's progress. She takes good

account of children's starting points when they first attend. She visits them in their own homes so that she can talk to parents and find out about the activities children enjoy. She makes regular observations of children's development in all areas of learning, carefully assessing these to help to ensure children are on track for their ages. She uses this information well to plan further activities, taking account of areas where children need additional support. As a result, children make good progress in preparation for their next stages of learning.

The childminder develops positive partnerships with parents. She provides good information through daily discussions and daily diaries about children's progress and general welfare. She encourages parents to share their observations of children's progress at home and she makes suggestions about how they can support learning further. This approach is beginning to engage parents in their children's learning.

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

Young children enjoy good relationships with the childminder. They are able to communicate well with her, as she understands their facial expressions and gestures. They dissolve into giggles as she shows them how to play with a toy that pops up. They then try to repeat this activity independently, showing good levels of confidence and self-esteem. They benefit greatly from the childminder's calm, caring approach and from the praise and recognition she shows for their small achievements.

The childminder knows children well, such as recognising when they are tired and hungry. She works well with parents to find out about children's care routines and preferences so that she can reflect these effectively in her setting. When children are ready for sleep, she provides them with a drink of water and a cuddle, helping them to settle quickly. She provides nutritious food at regular intervals to promote children's good health. Children enjoy healthy snacks, such as toast, raspberries and blueberries. The childminder talks to parents immediately about any health concerns so that children receive appropriate treatment quickly. She supervises young children closely to promote their safety and well-being effectively.

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

The childminder is well organised and demonstrates a good understanding of her responsibilities in meeting the Early Years Foundation Stage requirements. She maintains rigorous risk assessments for both the premises and outings to help keep children safe. She has a clear understanding of safeguarding children procedures, such as possible symptoms of children at risk and responding to concerns. She ensures that all household members have appropriate background checks.

The childminder is consistent in her assessment of children's progress. She is confident in addressing any concerns so that she can help children to close any gaps in learning. She

plans a good range of activities and strives to provide variety to maintain children's interest. The childminder evaluates her practice appropriately. She has some general plans to improve practice, such as attending further training courses. She has made some improvement since registration, such as developing her assessment procedures, which benefits the children's learning and development.

The childminder works well in partnership with others. She receives positive feedback from parents who are happy with her care of their children. She demonstrates a secure understanding of the importance of working in partnership with other professionals. She knows how to seek support for children if she has concerns and how to work with staff in local settings as appropriate.

The Childcare Register

The requirements for the compulsory 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

| | |
|------------------------------------|----------------|
| Unique reference number | EY451694 |
| Local authority | Oxfordshire |
| Inspection number | 886197 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 2 |
| Number of children on roll | 1 |
| 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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