

<b>Inspection date</b>	09/05/2013
Previous inspection date	11/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder provides good levels of attention to each child in order to meet their emotional needs. As a result, children are secure in her care and ready to learn through play.
- The childminder works effectively with parents and other professionals to narrow potential gaps in children's development.
- The childminder demonstrates a consistently positive attitude to her professional development. She seeks specific training in order to support children's individual needs so that she can provide effective care.
- The childminder is well organised and demonstrates a competent understanding of the safeguarding and welfare requirements.

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

- The childminder does not use the garden to provide activities to cover all areas of learning and challenge the children.
- Apart from the good range of books, there are few examples of print on view to attract children's interest and extend their early literacy skills.

## 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 two rooms used for play.
- The inspector had discussions with the childminder at appropriate times.
- The inspector read written testimonies from parents.
- The inspector sampled a range of documentation including policies, children's records and safeguarding procedures.

## Inspector

Jill Milton

## Full Report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two older children on the Bure Park estate on the edge of Bicester. The home is within walking distance of local schools and nurseries. A number of rooms on the ground floor are used for childminding and 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. There are currently three children on roll in the early years age range and two older children. The childminder has a level 3 qualification in Childminding Practice.

### What the setting needs to do to improve further

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

- extend activities in the garden to provide stimulating and challenging activities across all areas of learning
  
- develop children's early literacy by extending their awareness of how print can be used in different ways.

### Inspection judgements

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

Children are making good progress in their learning. The childminder plans a broad range of activities that she bases on the children's interests. This brings positive benefits to their motivation and positive attitude to learning. One parent quotes that her children have 'a zest for life and passion for learning' due to the childminder's interaction. Children learn to respect others as they celebrate festivals from cultures different to their own. They play with toys, such as a doll in a wheelchair, that help them talk about and understand disability. Children take part in frequent outings with the childminder and develop a good awareness of their local community. They show curiosity about using technology as they carefully press buttons to make sounds.

Children receive effective support from the childminder as they develop their communication and language skills. Her interaction in their play helps them to use their imagination and learn new vocabulary. Children settle well to one game and show good levels of concentration for their age. The childminder's support is helping them to develop their skills for future learning. Children enjoy sharing stories with the childminder and they choose from a wide range of books. The childminder introduces props, like puppets, to tell

traditional tales and nursery rhymes. However, there are few examples of print, such as signs, posters or children's names, on display to extend children's understanding that print carries meaning and is used for a variety of purposes.

The childminder is consistently developing her systems to monitor the children's development. She collects photographs and observations about their achievements to share with parents. This helps parents to share in their child's learning at home. The childminder seeks out specific training, for example British sign language, to help narrow gaps in children's learning. She is knowledgeable in discussion about which area of development she is focusing on to help children progress.

Children move with confidence and control between the rooms of the house where they can play. They develop independence as they make decisions about what they wish to play with. Photographs reveal how much children enjoy expressing their imagination as they use dressing up clothes and materials like dough. The childminder extends the range of creative activities for older children to match growing skills and interests. Children play with resources indoors such as puzzles and shape sorters to introduce them to some mathematic concepts. They hear songs based around number and use simple subtraction to count down. When children occasionally visit a local children's centre they play with resources like sand and water to explore volume.

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

Children develop a close bond with the childminder. She provides plenty of reassurance to help children feel safe and secure. When new children start in her care, the childminder collects useful information from parents about the children. This helps them to settle quickly in her home since she is aware of their needs and the patterns they usually follow. This good quality care is also apparent when children begin attending school. Parents feedback about the successful emotional support the childminder provides to their children at a time of change. When children are old enough to write down their thoughts, they also describe how helpful the childminder is at listening to their concerns. The childminder builds effective partnerships with the local pre-school and school. This helps children receive continuity in their care and early education. The childminder is also competent at developing good working relationships with other professionals who play a part in children's care. The childminder is supportive to children and their families in times of need.

Children play in two main areas downstairs in the childminder's home. They move confidently between rooms and know where to find toys for themselves. The childminder makes good use of low-level units so that children can explore independently and make decisions. She rotates resources from a wider selection to provide variety over time and toys are clean and in good condition. The childminder opens up the patio doors to let children use the garden for play. She provides equipment to help them develop physical skills. Photographs record how children enjoy activities such as blowing soap bubbles in the garden. However, the childminder does not use the outdoor area extensively to provide activities covering all areas of learning.

The childminder has effective strategies in place to manage a range of children's behaviour. She has a calm and caring manner when interacting with children. Her approach provides a positive role model in how to interact with others. Children receive praise and encouragement from the childminder. This helps them to feel positive about their efforts and comfortable in her care. When new children arrive during the day, the childminder is sensitive to the needs of each child for reassurance about a changing situation. Children make frequent trips out to parks and playgrounds to enjoy fresh air and exercise. The childminder uses activities like baking to introduce ideas for healthy eating. For example, children recently enjoyed fresh fruit toppings on their pancakes. Children play in a very clean home and they learn sensible hygiene practices from the childminder.

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

The childminder has a competent range of measures in place to help keep children safe and healthy. She demonstrates a good understanding of the safeguarding and welfare requirements. The childminder conducts thorough risk assessments to identify and minimise potential hazards. She helps children learn how to stay safe by introducing road safety awareness. Children also take part in regular emergency evacuations of the home.

The childminder has a strong understanding of what to do if she has concerns for a child's welfare. She completes regular updates to safeguarding training and shares her policy on child protection with parents. This policy is one of a number of well-written documents that the childminder shares with families. This helps to establish a good understanding of the principles that underpin her work. Parents write complimentary feedback about the standards of the childminder's care. They recognise the good support the childminder provides to their children's development and to themselves as parents. The childminder works closely with parents to support children's individual needs as they grow and develop. She is aware, through her successful sharing of information, about children's health requirements.

The childminder demonstrates a positive attitude to professional development, with regular attendance at training events. She uses self-evaluation successfully to reflect on her strengths and identify areas where she requires more support. This encouraging attitude helps her to address actions and recommendations from previous inspections. The childminder adapts to changes, booking training for example, in how to complete progress checks for two-year-olds. Through attendance at training, she is building up her knowledge of how to support children's learning and development more effectively.

### **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>	153052
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	846724
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2009
<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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