

Inspection date	02/05/2013
Previous inspection date	11/01/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Implementation of required procedures is not robust because the childminder is caring for more children than her registration allows.
- Children's safety is compromised, as insufficient precautions are taken when children use the trampoline.
- The childminder does not fully support children's language development as she sometimes speaks too quickly and does not give children time to think and respond.

It has the following strengths

- The childminder is warm and caring which enables children to feel settled and emotionally secure.
- The home is bright and welcoming and children benefit from regular outside 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder in her home, playing with children and meeting their care needs.
- The inspector looked at the childminder's documentation.
- The inspector discussed childcare practice at appropriate points throughout the inspection.
- The inspector took into account the views of parents spoken to on the day and through written comments.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and their two young children, in Carterton, Oxfordshire. There are shops within walking distance. All of the ground floor areas of the property and one bedroom on the first floor are used for childminding. There is a fully enclosed garden available for outside play. Children are taken on outings to parks and other areas of interest, including toddler groups. The family has one cat. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently four children on roll, who attend on a part time basis. Two of these children are in the early years age range. The childminder is a member of the National Childminding Association. She has a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- improve children's safety by assessing and minimising all risks to children, in particular when using the trampoline.

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

- help children to develop their vocabulary and confidence speaking by providing varied experiences and opportunities to learn, practice and use an increasing number of words.

Inspection judgements

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

The childminder has a friendly and caring approach and children show they are settled and secure in her care. They readily separate from their parents and carers and quickly settle to play. The childminder has a sound knowledge of the seven areas of learning, and she provides a range of interesting activities that children enjoy. She uses her knowledge of the children to assess their level of development and to identify for their next steps in learning. The childminder plans and provides activities that supports these steps. Children are making satisfactory and at times good progress in their learning and development as a result.

The childminder spends time playing with the children and encourages them to explore

new toys and ideas. For example, she sits on the floor with the children and encourages them to use resources. They demonstrate increasing skill as they roll a range of balls back and forth as the childminder models how to complete the skill. She encourages their sensory awareness by alerting them to the sounds they can hear. The childminder follows the children's interests, so that for example, when they decide to use the farm toys she talks with them about the different animals. She introduces the names of the animals but frequently speaks quickly, and does not give children time to think about what she has said, or to respond. This does not effectively support children who are beginning to speak.

The childminder observes children in their activities, identifies what they can do, and plans some activities which are appropriate to their interests and development. For example, the children are able to take their favourite toy cars into the garden. The childminder talks to children about plants that are growing outside and older children collect leaves and flowers ready to arrange into a picture. Younger children enjoy the experience of feeling the soil for the first time. These activities keep children interested and help them to become familiar with the world around them. Older children express their needs well and clearly communicate this to the childminder when necessary. They show that they are familiar and comfortable with routines provided as they take off their shoes on arrival and place them with the collection of other shoes, for example. Children play well independently and the childminder supports them in playing cooperatively with other children. She introduces games such as dominoes where children develop their counting skills as well as learning to take turns and share.

The childminder talks to parents about their children when they first start, so that she can meet children's needs. She has regular ongoing discussions with parents about their children's general learning and welfare, which contributes to consistent care. She is aware of the need to provide a progress check for children aged two years and is generally able to identify what the children in her care are able to do.

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

Children have warm relationships with the childminder. They show they feel secure and are familiar with the routines, arriving happily and quickly settling down to have their lunch. Children follow suitable hygiene routines, which help to protect their health. For example, the childminder provides children with the choice of individual coloured towels to prevent the risk of cross-infection.

The childminder obtains information from parents about children's routines and what they can do, so that she can meet their different needs. Children demonstrate that they feel safe in the childminder's care. For example, they snuggle up for a story. They gain independence as they choose toys and are encouraged to develop independence in putting on their coat. The garden is well used to promote children's physical development fully and for them to develop a positive attitude towards fresh air and exercise. The childminder takes some steps to develop children's understanding of keeping themselves

safe, for example, by talking with them about road safety when they are on outings. Within her home she talks to the children about how to use the slide safely. However, she does not teach children about how to use the trampoline safely as she permits two children to use it at the same time. This means children do not learn about behaving in ways to keep themselves safe.

The childminder keeps her home clean and well maintained. She creates a welcoming environment and provides a suitable range of activities overall to meet the needs of the children. There is a selection of good quality toys which are arranged accessibly for children to choose from. Children enjoy playing with their peers, for example through regular visits to toddler groups. This helps them to develop relationships with others and to build their confidence. These activities help to prepare children well for when they attend other care settings such as pre-schools or school.

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

This inspection was brought forward as a result, of a concern regarding the number of children being cared for and that children were being left in the care of another person. It was found that the childminder has not been leaving the children in the care of another person. However, she has been caring for more children than her registration allows. This is a breach of a legal requirement and impacts on children's safety. The childminder has taken steps to minimise the impact on the minded children by leaving her own children in the care of other adults during the times she is responsible for the additional minded child. The childminder carries out risk assessments to address most hazards but she has not taken sufficient steps to protect children in all areas. Children use a trampoline in the garden, which has a safety cage on it. The childminder does not follow the manufacturer's guidance as she permits two children to jump on the trampoline together. This puts children's safety at risk.

The childminder has a suitable understanding of child protection issues and how to respond to possible concerns about a child. She regularly reflects on the quality of her provision and takes steps to improve her knowledge. For example, she has recently attended a workshop on story sacks. She has some understanding of her strengths and the areas to develop to strengthen her practice. The childminder has formed good relationships with parents who speak highly of the care she provides. She talks with parents each day so they know how their child's day has gone and can include important information from home. She has started keeping a record of children's activities and achievements and shares these with parents. She is aware of her responsibility to work in partnership with other professionals involved in the children's care. She has established some links with the other settings children attend and shares information with them about children's care and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that children receiving childcare are kept safe from harm (compulsory 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	EY407594
Local authority	Oxfordshire
Inspection number	910888
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	11/01/2012
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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