

Inspection date	23/07/2013
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	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

- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure and the relationship between the childminder and the children is good.
- Children's communication and language development is promoted effectively by the childminder. She encourages babies to make sounds and 'babble' by copying the sounds that they make.
- The childminder successfully identifies and minimises risks in her home and garden. Children are safeguarded because the childminder is aware of her responsibilities to supervise them and protect them from harm.
- The childminder demonstrates a strong commitment to reviewing her practice and planning for improvement. Therefore, she ensures that children's care and learning needs are continually well met.

It is not yet outstanding because

- The partnership with parents is not initially maximised fully in aiding the childminder's planning for individual learning. This is because information obtained from parents at this time links more to care needs than to what a child knows and can do.
- Sensory play opportunities for babies are not maximised because the childminder does not currently provide everyday objects for them to explore or books that encourage them to explore different textures.

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 activities in the ground floor play area.
- The inspector looked at the childminder's self-evaluation and a range of records and other documentation.
- The inspector took account of the views of parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Jan Burnet

Full Report

Information about the setting

The childminder was registered in 1996. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with her adult son and daughter in a village location between Brackley and Banbury on the Northamptonshire and Oxfordshire border. The whole of the ground floor of her home is used for childminding. There is an enclosed garden available for outside play. The family has two dogs and goldfish.

There is currently one child in the early years age group on roll. The childminder is able to walk to a local school to take and collect children. She attends parent and toddler groups with early years children. The childminder cares for children all year round, all day Monday to Friday.

What the setting needs to do to improve further

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

- extend the partnership with parents by increasing the initial information obtained from them on what their child already knows and can do, so that this can be used to inform initial planning for learning
- increase opportunities for babies to explore and use a wider range of different media and materials, to enhance their sensory development and creativity.

Inspection judgements

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

Children make good progress because the childminder observes and assesses them well and plans for learning that is tailored to individual needs. Information is regularly shared with parents, and parents respond with information on achievements at home. However, information obtained initially from parents during their child's induction links more to care than to learning. Therefore, the partnership at this time is not fully maximised with regard to working together to plan for learning in accordance with what the parent knows about their child's development. The childminder is experienced in supporting children so that they develop skills in readiness for nursery class and school. She is aware of the requirement to provide parents with a progress check at age two and completes this where necessary.

The childminder promotes children's communication and language development effectively. Babies are settled and emotionally secure, and they communicate their feelings through facial expression and the sound of their voices. The childminder interprets this well as babies demonstrate emotions that include pleasure, sorrow, frustration and determination. Babies 'babble' and explore the sounds of their own voices. They are beginning to say 'dada' and 'mama' and the childminder promotes their learning well as she repeats the sounds that they make back to them.

Children make good progress physically. Babies' hand/eye coordination is good and their skills are promoted effectively by the childminder. They know that by tapping beads on an activity centre with their fingers, they can make the beads spin. Their movements are deliberate and repetitive in making this happen. Babies listen to different sounds as they press buttons on interactive toys. They open doors on a favourite toy, insert a ball or a brick and then close the door again. They explore their senses and make marks with their fingers in drinks that they spill on the tray to the high chair and the childminder provides resources such as foam, dough and paint to promote their learning. However, sensory experiences are not fully maximised because the childminder does not currently provide everyday objects for babies to explore or cloth books, books with flaps to open, or books that contain different textures. The childminder makes sure that babies have plenty of clear space to move around in as they begin to transfer from sitting to a crawling position. She places favourite toys so that babies stretch to reach them or move their bodies. Young children's mathematical learning is supported well by the childminder. She sings songs that encourage counting to five, counts fingers and toes with children and provides toys, such as shape sorters, to encourage children to match shapes and colours.

The childminder identifies activities that promote learning across several areas of learning, for example, baking. Children visit the shops with her to choose and buy ingredients, and they learn that information can be gained from print because they look at words and pictures in a recipe book. Children learn why they must wash their hands, they help to weigh the ingredients, and gain skills as they use tools. They explore change as they mix the ingredients.

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

Children are settled, happy and emotionally secure. Relationships are good and their personal, social and emotional development is addressed well by the childminder. A settling-in period is discussed and agreed with parents in accordance with children's different emotional needs. Children are prepared well for their transition into other early years settings and reception class in school. For example, they socialise with other adults and children at groups. The childminder identifies the importance of good role modelling with regard to managing children's behaviour, and she encourages children to understand the consequences of some behaviours. Children learn to share and take turns. Positive reinforcement is a strategy used by the childminder to boost their self-esteem. Resources are safe and meet children's learning and development needs well. The childminder

promotes children's independence effectively by encouraging them to make choices about activities and resources. Children learn to attend to their self-care needs.

The childminder creates a warm and welcoming environment for children and their parents. Clear admission information obtained from parents ensures that individual care needs are well-met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected because the childminder encourages them to be physically active. The garden is used throughout the year and children gain confidence and skills with use of challenging large physical play equipment. Babies enjoy playing in a ball pool and they have discovered that they can throw the balls. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy and safe. She teaches children how to keep themselves safe. For example, they learn how to cross the road safely and learn why they must hold hands or hold onto the pushchair when they are out walking. Children's good health and well-being is promoted well by the childminder. Parents provide healthy food and the childminder addresses food hygiene requirements well.

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

The childminder ensures that her home is safe, secure and welcoming. She is aware of her responsibilities with regard to safeguarding children. All necessary checks have been completed for members of the household aged 16 years and over. The childminder ensures that children are never left unsupervised with a person who has not been vetted. Parents are made aware of the childminder's safeguarding policy and the Northamptonshire Safeguarding Children Board procedures.

The childminder monitors the educational programmes effectively to ensure that children make good progress. She is aware of, and addresses well, the requirements within the Statutory Framework for the Early Years Foundation Stage. Following a two-year break from childminding, the childminder fully reviewed her practice in 2012. In order to ensure improvement to her provision she attended training courses on the revision to requirements, safeguarding children, and first aid. The childminder welcomes advice and support offered by local authority development workers. The childminder is currently completing the Ofsted self-evaluation form. Her current priority for improving her practice is to ensure that links with parents with regard to planning together for their child's future learning are fully effective. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Required documentation is kept up-to-date and in good order.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. Parents share very positive views on the childminder's practice. A range of written policies successfully reflect the service provided with regard to meeting children's needs. The childminder is aware of

the importance of developing good links with other early years providers in order to ensure continuity of care and learning for children when the need arises.

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	221505
Local authority	Northamptonshire
Inspection number	871285
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	22/06/2009
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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