

Inspection date

08/08/2013

Previous inspection date

24/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 develop confidence and a positive attitude to learning through play as they receive lots of encouragement from the childminder.
- The childminder has a good understanding of how to use observations and assessment of children's development to help them make good progress.
- Effective communication between the childminder and parents has a positive impact on children's well-being and learning.
- The childminder consistently develops her professional skills and understanding to improve outcomes for children.

It is not yet outstanding because

- Although the childminder encourages outdoor play, the range of activities in the garden is not fully effective in extending children's experiences across all areas of 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 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 home and garden.
- The inspector had discussions with the childminder at appropriate times.
- The inspector took into account written feedback from parents.
- The inspector sampled a range of documents including children's records, policies and safeguarding procedures.
- The inspector undertook a joint observation and discussion with the childminder in the garden.

Inspector

Jill Milton

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and two young children in the town of Didcot, Oxfordshire. The home is within easy travelling distance of local nurseries and schools. The whole of the ground floor of the house is used for childminding, with one bedroom used for daytime rest. There is an enclosed garden for outdoor play and the family has a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for two children in the early years age range.

What the setting needs to do to improve further

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

- plan a greater variety of activities in the garden to cover all areas of learning and help those children who prefer to learn outdoors.

Inspection judgements

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

The childminder provides good support to children's learning and children are making good progress in her care. Parents comment on how well children are developing in areas such as speech. This is because the childminder keeps up a lively running commentary during activities. She speaks words clearly to the children and this helps them to make links between words and objects. The childminder monitors young children's language development closely. She is aware of the importance of this area when she needs to prepare progress summaries for two-year-olds. Children enjoy using musical instruments to accompany popular nursery rhymes. They move to the beat of the music and receive encouragement from the childminder. Children select books from a well-presented range and see alphabet letters on posters at their height. The childminder is fostering their interest in early literacy.

Children are gaining a good understanding of the world around them. The childminder plans the week well to include plenty of outings to local places of interest. She makes some good choices, such as an arboretum, where she knows children can explore nature safely. Children visit groups at the children's centre and go to other childminders' houses. They learn to interact with others and gain social skills in readiness for school. Children enjoy playing with natural materials like water in trays. They pour water between containers, exploring concepts such as volume and capacity. Children extend the activity themselves when they decide to use water and brushes to make marks on the patio. The

childminder uses spontaneous moments in play effectively to introduce mathematical words such as 'big' and 'little'. She encourages children to count as they use the steps on the climbing frame outdoors. Children play with toys that help them understand how things work. They explore puzzles with different fastenings or work out how to post shapes into the correct slot. Children show good levels of concentration as they gain careful control and coordination. The childminder shares in children's play, for example, as they explore dried pasta in a large tray together. She encourages children to use their senses. They talk about how the pasta feels and the sounds it makes it when they shake it in a pot.

The childminder monitors children's development effectively. This is a particular area of improvement since the last inspection. The childminder is good at identifying patterns in children's play, so that she is able to support their interests. She brings this information into her planning so that children receive individual levels of attention. The childminder also makes observations of children's achievements with photographs and notes about links to areas of learning. She tracks development to reassure herself and parents that children are making good progress for their age, with no significant gaps in learning. Parents appreciate the way the childminder shares her planning with them, so that they can continue children's learning at home.

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

Children receive good support for their emotional development. The childminder's friendly rapport helps them to feel safe and happy in her care. Children move around with confidence as they select toys for themselves and express their wishes. The childminder offers lots of praise to children and they respond well to her positive attitude. Children are keen to repeat actions, such as posting objects in a shape sorter, because the childminder helps them to feel good about what they are doing. The childminder helps children develop skills that are a strong grounding for later school life. The childminder uses strategies, such as distraction and simple discussion, successfully to manage children's behaviour. Children play with puppets, books and jigsaws that show images of different cultures and backgrounds in a positive way. They share activities together that introduce them to foods and celebrations from around the world. Children learn to respect others.

Children learn how to stay healthy. The childminder uses thoughtful touches, like a colourful soap dispenser and poster in the bathroom, to encourage children to wash their hands. Children have regular drinks and fruit snacks during the day along with lunches their parents provide. Younger children develop their independence as they feed themselves and express their eagerness to play outdoors. The childminder encourages children to enjoy active play with frequent outings and use of the garden. Children like to copy what they see older ones doing as they climb steps on a climbing frame. The childminder offers good support by staying close to keep children safe but letting them practise skills for themselves. The childminder has a detailed knowledge of children's individual needs regarding their health. She works well with parents to share information about their routines so that she can provide good standards of care.

The childminder is thoughtful in the way she presents resources indoors. She organises many activities at child-height so that children can make their own choices. The range of resources covers the different areas of learning well. During outdoor play, the childminder offers a basic variety of activities that interest the children. She is starting to use some ideas from courses she attends, such as letting children explore natural materials like mud. However, the opportunities for outdoor learning are not as highly stimulating as those the childminder provides indoors.

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

The childminder is well organised and has a good understanding of the safeguarding and welfare requirements. She puts careful thought into her risk assessments and she considers how to minimise risks to children's safety effectively. When there are changes, such as new outdoor equipment, the childminder updates her risk assessment. The childminder successfully minimises any hazards when she takes children on outings. She follows sensible precautions to help keep children safe. Since her last inspection, the childminder has attended training on how to safeguard children. She is aware of the steps to take if she needs to pass on any concerns for a child's welfare. The childminder keeps a well-maintained, clean home. She organises space effectively so that children can play and learn in comfort.

The childminder builds successful partnerships with parents. She shares a wide range of policies with them so that they have a good understanding of her procedures. This good level of communication helps the childminder safeguard children's health. She knows, for example, if children need extra support and monitoring with health issues. She keeps clear records when she administers medicine and she shares these with parents. The childminder frequently feeds information back to parents about their children's care and learning. She makes good use of diaries, text messages and conversations to keep parents well informed. When the childminder shares photographs of children with parents, she uses password-protected sites along with parents' permission. Parents use many positive phrases when writing about the quality of the care their children receive. They mention her calm and patient attitude to the children and the wide range of activities.

The childminder uses self-evaluation to reflect on her practice effectively. She is keen to extend her knowledge and is close to completion of a level 3 qualification in childcare. The childminder uses advice from other professionals to help her address recommendations for improvement. She has addressed all the issues raised at the last inspection. The childminder has a good record of attendance at training with many courses based on supporting children's early learning. She attends a drop-in group at her local children's centre where she shares good practice with others.

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

Unique reference number	EY375727
Local authority	Oxfordshire
Inspection number	815679
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	24/10/2008
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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