

Inspection date

Previous inspection date

17/09/2013

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

- The childminder uses her many years of experience to provide good support to children's development across all areas of learning.
- The childminder works effectively to create a welcoming environment where children feel safe and secure.
- Children make good progress in their communication and language because the childminder focuses well on using rhymes and songs to develop speech.
- The strong links with other settings children attend provides effective continuity in care and early education.

It is not yet outstanding because

- Although the childminder is establishing strong links with parents, she does not fully encourage them to contribute towards the assessment process to share ideas to further support children's learning at home.

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 sampled a range of documentation including policies and children's records.
- The inspector took into account the written comments from parents.

Inspector

Jill Milton

Full Report

Information about the setting

The childminder registered in 2013. She works at the home of her co-childminder in the Blackbird Leys area of Oxford city. The whole of the ground floor is available for childminding, with a bedroom for daytime rest for younger children. The home is within easy travelling distance of local schools and nurseries. The childminder lives with her adult daughter. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for six children in the early years age range and four older children. The childminder has a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- encourage parents to contribute to assessments of the children's development in order to regularly review children's progress with them and share ideas about how to support learning at home.

Inspection judgements

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

Children receive good levels of care in a welcoming family environment. The childminder creates a friendly atmosphere based around children's needs. Children are eager to begin exploring boxes of toys and the childminder notices their interests and extends games. Children like to choose their favourite books from the colourful selection within their reach. They learn to turn pages carefully and lift flaps to find new pictures. The childminder provides effective support as children develop their language skills. She provides clear words to help children echo new sounds and she maintains a lively rapport with them. There is a good emphasis on using rhymes and action songs to help children with their language development. The childminder is confident at leading singing sessions, drawing on her many years of work with pre-school children. When a small pink bag appears, children eagerly chorus 'What's in the bag?' as they pull out props to suggest rhymes. From an early age, children know a wide range of songs and this has a positive impact on their language and communication skills. Many of the songs also introduce mathematics as children count or work out simple addition and subtraction.

Children enjoy playing outdoors and the garden is developing into a stimulating area for play. They handle natural materials such as sand or water, exploring containers of different sizes. Children know that the water is useful as they fill a watering can to water

the plant pots. A large new summerhouse is providing lots of scope for supporting learning through play. There is a thoughtful selection of resources inside it so that children can read, draw and make up stories using their imagination. Children handle many different textures and the childminder encourages them to use their senses. Babies use their developing coordination to explore baskets containing household objects such as metal whisks or soft fabrics. They enjoy making sounds as they post cars with care into a metal box. Children are gaining a good understanding of the world around them as they use a toy telephone or feed their baby dolls. The childminder knows about significant events in the children's lives and she shares photographs, for example to celebrate the birth of a baby. When children are learning English as an additional language, the childminder provides friendly support. Children bring in foods and books from home to share with everyone and the childminder learns key words in home languages. She shows respect to others and uses resources such as musical instruments to help children to learn about different cultures.

The childminder regularly and effectively monitors the children's development. She has a strong understanding of how children progress across each of learning. Along with her co-childminder, she plans targets for each child to help them progress and narrow any potential gaps. The childminder contributes to children's learning files with notes and photographs that chart their achievements. She knows, for example, how very young children like to explore making marks with their fingers long before they are ready for writing. The childminder liaises with parents to find out about children's needs and she provides feedback through regular informal discussions. However, she does not fully engage parents in contributing to assessments to help them share in their child's learning at home. The childminder cares for a number of children who are two years old. She is preparing to complete assessments of the children in this age group as required by regulation.

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

Children play contentedly with the childminder, showing that they feel safe and secure. The childminder has a good understanding of how to foster children's well-being and health. She holds babies closely when giving them milk drinks and she is fully aware of their individual routines. The childminder encourages young children to develop familiar hygiene habits to keep themselves healthy. Children are keen to sit together for sociable snack times. Although parents provide children's food, the childminder offers timely advice on how to promote healthy eating. The childminder helps her co-childminder maintain a clean and safe home where children can play and rest.

Children take part in plenty of energetic play activities. The childminder plans frequent outings to provide children with different physical challenges suited to their ages and abilities. The childminder supports babies well as they learn to walk. She offers praise that encourages children to try new skills. The childminder helps to keep children busy and occupied, suggesting new games to capture interest. This has a positive impact on children's behaviour since they receive lots of attention. Children receive praise for showing good manners and they learn to take turns when the childminder sets up new

games. The development of these early skills is important for their social development in time for school life.

Children use many good quality resources. The childminder is knowledgeable about how to provide activities across all seven areas of learning. There is a strong emphasis on letting children make choices from low-level displays, helping to develop confidence. Children see their artwork on display and find their photographs next to a coat peg. These small but effective touches help children to feel a sense of security and belonging. Children receive successful support from the childminder when they start school. The childminder has strong links with the class teachers and this helps in exchanging information about the children's care and education. The childminder plays an important role in accompanying children on their first day at school. She captures the moment with photographs showing beaming smiles from children starting on this new stage with confidence.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She supervises children closely to help keep them safe and content. The childminder works effectively in the home of her colleague to identify hazards to children and take steps to reduce accidents. She uses equipment, like stair gates, for example, to ensure young children cannot access the stairs or kitchen without an adult. Neat and well-organised systems are in place for the recording of risk assessments, accidents and children's attendance. Practices of the emergency evacuation procedure take place on different days to ensure all children become familiar with the routine. The childminder has a robust understanding of how to address concerns around child protection. She talks confidently about how to recognise risks to a child's welfare. She is aware of how to pass on any safeguarding issues to the relevant authorities.

The childminder has many years of experience of working with young children. She is establishing strong links with parents who write about her ability to 'make each child feel special'. Another parent notes that the childminder's 'kindness and loving attitude to the children is always a pleasure to observe'. The childminder shares policies with parents so they are aware of aspects of care such as behaviour management. There are clear processes in place to collect information from parents about the children's individual needs. The childminder is aware of the importance of building relationships with parents from her supportive work with families in the community.

The childminder and her co-childminder work well together and share all aspects of the children's care and early education. The childminder has a strong underpinning knowledge of how to support children's learning. She is taking an active role in planning activities and observing development in order to identify potential gaps in children's learning at an early stage. The childminder contributes well to an effective self-evaluation process and plans are in place to build on the successful start. She demonstrates a positive attitude to improvement and uses her experience to benefit children's learning. The childminder has

good links with the local school that some children attend. She is present at events in school such as sports day, so that children are reassured to see a familiar face. The childminder takes on a positive role in helping children with homework projects. Parents find this aspect of her support valuable and children benefit from continuity in their care and education.

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	EY456563
Local authority	Oxfordshire
Inspection number	908463
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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