

<b>Inspection date</b>	20/09/2013
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder's good interaction during children's play, supports them well and improves their learning. As a result, they make good progress in their learning and development.
- Children have strong bonds with the childminder, which means they are confident, settled and keen to explore and learn.
- The childminder makes sure that her home is safe and well organised so that children can easily select resources for themselves. This helps them grow in confidence and independence.
- The childminder has good relationships with parents and communicates with them every day to ensure they feel fully involved in their children's routines and learning experiences.

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

- Children are not fully encouraged to extend their early writing skills in their pretend play so that they can spontaneously make marks for a purpose.
- There is room to improve resources and activities to support children in being positive about the diverse backgrounds and abilities of other people.

## 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 taking place in the playroom.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

**Inspector**  
Hazel White

## Full Report

### Information about the setting

The childminder registered in 1998 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a village near Banbury. The whole of the ground floor and one upstairs bedroom and toilet is used for childminding purposes. There is a fully enclosed rear garden for children's outdoor play. There are local shops and schools within walking distance. The family has a pet cat.

There is currently one child on roll who is in the early years age group and attends on a part-time basis. The childminder operates all year round from 8am to 5pm, Monday to Friday, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- extend the range of toys and resources to help further develop children's awareness of people with diverse backgrounds and abilities
- stimulate children's interest in making marks in fun ways, for example, by providing writing materials in role play or modelling the writing of lists and signs.

## Inspection judgements

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

The childminder has a good understanding of how children learn through play. She collects good information from parents about children's interests and abilities when they first start in her care. This information is used to create a stimulating environment with toys and activities successfully engaging children. The childminder records children's progress and takes photographs of them to illustrate the activities they enjoy. Their next steps of learning are clearly identified which helps to ensure that they are constantly supported to make good progress towards the early learning goals in readiness for school. The childminder establishes positive relationships with parents. She keeps up to date with information about what children do at home and ensures that parents are kept fully informed about children's activities and achievements while in her care. This is through daily chats. Parents are encouraged to view their children's learning journals and to continue to enhance their children's learning at home.

The quality of teaching is good. Children readily help themselves to toys and resources in the well-organised playroom. They confidently investigate the activities which fosters their independence. The broad range of toys and activities are of good quality and age appropriate. However, children's awareness of others with special educational needs and/or disabilities and from different backgrounds is not routinely promoted. This is because there are fewer resources available that help promote positive images of diversity. Children's early communication is effectively promoted because the childminder talks to them about what they are doing as they play and encourages discussion. They learn how to move the counter across the board during a snakes and ladders game and they eagerly tell her 'I am winning, I have climbed all the way up the ladder'. Hence children become confident communicators and are proud of their achievements.

Children gain a good understanding of mathematics in their play and in everyday situations. They recognise numbers on the dice as they play board games and confidentially count how many spaces they need to move forward. The childminder teaches children that road signs come in different shapes. As they walk to and from school they see how many circle and triangular shapes they can spot. Therefore consolidating their learning.

Children have access to a wide range of books, which they enjoy looking at with the childminder. She also takes them on visits to the local library to borrow additional books which promotes their understanding of that words have meaning. Children access a good range of resources that enable them to make marks, such as pencils, chalks and paint brushes. However, these are not fully deployed so that children can spontaneously use them and extend their play. For instance, there are no writing materials in their role play to enable children to pretend to write lists or make appointments when they play hair dressers and dentists. Therefore their understanding of writing for a purpose is not optimised.

Children enjoy good experiences outside of the home. These include attending physical play activities, such as soft play areas and childminding groups within the community. Children go on regular local walks and outings, such as visits to the children's centre and parks. They learn to ride wheeled toys and play safely on larger equipment. This supports children's physical development well. In addition, introducing children to group situations whereby they socialise, helps to prepare them for the transition to other settings.

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

Children have warm and caring relationships with the childminder and thoroughly enjoy her interaction. They show that they are comfortable and relaxed in her care. The childminder ensures that all children form appropriate bonds and attachments by having good settling-in procedures. She makes sure she finds out about children's familiar routines from parents and is warm and affectionate towards the children. As a result, she effectively meets children's emotional needs. The childminder is firm in her boundaries and helps children to develop good sharing behaviour, for example, they play games where turn taking is important. Consequently children learn to be kind and tolerant of one

another. The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She is positive and offers lots of praise to develop children's self-esteem and this helps them to feel good about what they do.

Children's health is promoted well. For example, the childminder offers guidance and support to help them learn sensible hygiene routines. She has a good understanding of health and nutrition for young children, providing a variety of snacks and drinks. Children readily help themselves to fresh drinking water, therefore learning to be independent. Parents currently provide packed lunches. The childminder is happy to discuss appropriate food content with parents to ensure balanced, nutritious food is provided.

Flexible routines incorporate trips out to offer new experiences, such as introducing young children to larger group activities when visiting local play sessions. This helps to prepare young children for the transition to pre-school. Children enjoy outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks to extend the options for physical play so that children benefit from fresh air and exercise. Children develop a good awareness of their own safety. They handle tools, such as knives, with skill and confident self-control. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, on outings she talks about crossing the road safely, which means children develop their understanding of how to be safe.

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

The childminder has good arrangements to safeguard children. She has completed safeguarding training and has clear written procedures to support her. She is confident in her knowledge of child protection and keeps contact details of relevant agencies in easy reach. The childminder supervises children constantly to ensure their safety and all adults living at the premises have had their suitability checked. The childminder uses written risk assessments effectively to aid her in keeping a safe and secure environment.

The childminder organises her home well to ensure children benefit from a stimulating learning environment. She monitors the effectiveness of the educational programme to ensure learning opportunities reflect children's interests and abilities, and uses self-evaluation well to identify areas for development. For example, she has revised observations and assessments to ensure she knows how well children are progressing and she can give parents accurate feedback about their child's achievements and next steps. The childminder is keen to continue her professional development by attending short courses and she meets regularly with other childminders to share good ideas. This means she provides a good quality service for children and parents.

The childminder recognises the importance of building close links with parents. She has good working relationships with them and they regularly share information so children's individual needs are consistently met. Parents have high regard for the childminder and the service she offers. Their comments include, 'she immediately put us at ease' and 'encourages my child to embrace change and make the leap to school, as a result they are

very confident and self-assured'. The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support all children's learning. She talks with key workers and receives copies of the setting's newsletters. This information enables the childminder to complement the learning children receive elsewhere so that there is continuity in children's care and learning.

### **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>	221503
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	876354
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<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>	12/05/2011
<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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