

Inspection date	11/11/2013
Previous inspection date	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 has a calm, caring approach towards the children and as a result they are settled and comfortable in her company.
- Children are progressing well in all areas of learning and development because the childminder provides a balanced range of activities that reflects their interests and needs.
- Safeguarding procedures are met well; as a result children's welfare is met effectively.
- There is a good partnership with parents and they receive detailed information about their child's day.

It is not yet outstanding because

- Although the provider has links with the local school, she has not managed to develop links with other early years settings that children attend.

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 childminder's home.
- The inspector had discussions with the childminder and took into account the views of parents from the parent questionnaires.
- The inspector checked the evidence of suitability and qualifications of childminder working with children, the childminder's self-evaluation and her improvement plan.
- The inspector sampled a range of documentation, including safeguarding procedures, risk assessments, written policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 2013. She lives in Shilton Park, Carterton, Oxfordshire with her primary school aged daughter. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The children mainly have access to the ground floor for play. Children use a spare bedroom upstairs when they require a rest. Toilet facilities are on both the ground floor and upstairs. There is a fully enclosed garden for outdoor play. The childminder operates between the hours of 7am and 6pm, five days a week, all year round. The childminder currently has 13 children on roll, including five 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:

- consider ways to improve how information is shared with other settings that children attend, so that all adults are able to contribute to children's learning and development.

Inspection judgements

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

Children are supported well in their learning and development. The childminder is sensitive to their needs and interests. She understands how children learn and encourages them in their independence, by allowing them to try things out for themselves. For example, when a child uses various sizes of building cups, the smaller cup goes inside the larger one. As the child struggles to get the smaller one out, the childminder encourages her by saying 'pull harder you can do it'. The childminder watches the child closely and allows the child to work it out for herself. Eventually when the child succeeds, the childminder praises the child and tells her how clever she is.

The children enjoy role play and have access to a range of resources, such as a play kitchen, play food, dolls, and dolls clothes. The childminder shows the younger children the doll and says she will feed her. She shows the children how to give the doll a bottle. The younger child takes the bottle and puts it in her mouth. The childminder tells the child to share the bottle with the doll. The child then puts the bottle to the dolls mouth. The childminder praises her for good sharing. The childminder then teaches the child how to give the doll some food, using a bowl and spoon. The younger child then copies what the childminder did. The childminder again praises the child for doing this. This helps to develop children's personal, social and emotional development.

The childminder constantly talks to the younger children, which helps them to develop

early communication and language skills. She repeats sounds to the younger children as they babble and make sounds. When a child makes the correct sound, the childminder repeats the word again and praises the child for getting it right. Children enjoy looking at books with the childminder. She shows younger children the pictures and talks about what they can see, pointing to the pictures as she talks about them. Children are able to develop their physical skills through many activities provided. The younger children are able to move around the home freely and easily, which helps to develop their early walking skills.

Children enjoy music and the childminder is sensitive to their needs. She provides many opportunities for the children to experience and develop their understanding of noises. For example, when children finish their snacks, the childminder sits the younger children on the kitchen floor while she tidies up. The children have a range of musical instruments on a tray on the floor. They enjoy banging, rattling and exploring the items on the tray. The childminder joins in and talks to the children about the noises they are making and how clever they are to bang them together. Children enjoy exploring treasure boxes and exploring the textures of the material, brushes, bangles and shakers. Children are acquiring the skills, attitudes and dispositions they require for their next stages of learning, through the childminder's sensitive, caring direction and approach.

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

The childminder has a calm, caring approach towards the children. She responds to their individual needs well. For example, when the younger child raises her hands, the childminder instinctively knows the child wants a cuddle and reassurance. The children demonstrate they feel safe and secure in the surroundings and the childminder is a good role model. For example, she uses plenty of praise and encouragement with the children and regularly uses please and thank you, even to the younger children. Young children have built strong bonds with the childminder and they are happy and content in her company. The childminder ensures the younger children are able to sleep according to their individual needs and regularly checks on them as they sleep.

Children are beginning to learn about healthy lifestyles. The childminder ensures she reminds children to wash their hands before meals, after returning home from school and after using the toilet. All children have their own hand towels, which helps to prevent the spread of infection. The childminder provides healthy snacks for the children and encourages the younger children to feed themselves. Regular drinks are offered to the younger children, which means they do not become thirsty during the day. Children have regular access to the outside play space and are taken on regular outings around the local area. The childminder teaches the children about safety when they are out and about. She makes sure children are safe and can be seen easily, through ensuring they wear high visibility jackets and brightly coloured baseball caps. The childminder also wears a jacket, which ensures children are able to see her clearly.

The environment is welcoming, stimulating and well resourced. Resources are easily accessible and balanced; young children are able to access a range of suitable resources

that are within easy reach for them. This helps the children to progress in their all round development and learning. The childminder provides a range of experiences that help children develop their independence and prepare them for their next stages in their learning, such as their transition to school.

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

The childminder has a good awareness of her responsibilities in meeting the safeguarding and welfare requirements. She has clear procedures and a good understanding about what to do if she has any concerns about children in her care. The childminder has detailed written policies and procedures, which she shares with parents. The childminder also has a good awareness of her responsibilities in meeting the learning and development requirements. She carries out accurate monitoring of the children in her care. This means she is able to clearly identify children's individual needs and meet these effectively. The childminder has built good partnerships with parents. They regularly receive detailed information about their child's day and what activities they have taken part in. The childminder has detailed information about the Early Years Foundation Stage on notice boards; this means parents are able to read about how children learn. The childminder shares learning journals with parents and offers an evening when they can come and talk to her about their child's progress. Parents' comments from recent questionnaires are very positive about the care the childminder provides, and they state how happy their children are in the childminders' company. The childminder collects children from the local school and has started to build partnerships with them. However, she has not been able to develop links with other early years settings that children attend. This means that not all adults currently involved in the children's education are fully able to contribute positively to individual children's learning and development.

This is the childminder's first inspection and she has completed a detailed, comprehensive evaluation of her practice. She has clearly identified her strengths and areas to improve. She demonstrates a clear awareness about this process being on-going and that she needs to ensure that her knowledge of childcare is kept up-to-date and consider comments from parents. She demonstrates a clear drive to improve with a detailed action plan in place.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461188
Local authority	Oxfordshire
Inspection number	917507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	13
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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