

## Inspection date

Previous inspection date

11/11/2013

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 is particularly sensitive to children's personal, social and emotional development and children make good progress.
- The childminder supports the development of early language effectively by providing a pleasant running commentary as she plays with the children.
- The childminder is proactive in making contact with other professionals who care for the same children to help foster continuity in children's care and early education.
- The childminder demonstrates a positive attitude to using self-evaluation and professional development to build on her successful start.

### It is not yet outstanding because

- The childminder does not provide a wide range of interesting resources and activities to help children learn about the diversity of the world around them.

## 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 inside the home.
- The inspector had discussions with the childminder at appropriate times.
- The inspector took account of the views parents expressed in letters.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

## Inspector

Jill Milton

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and four school age children in the market town of Thame. The home is within easy travelling distance of local schools and nurseries. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. 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 five children in the early years age range and two older children, all on a part-time basis.

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

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

- provide children with a wider range of enjoyable and interesting experiences to help them learn about backgrounds and cultures different to their own.

### 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 to support children's learning through play. Children are making good progress in her care since she plans activities around their individual needs and she helps children settle well with her before extending their experiences. The childminder makes regular observations of what the children are achieving and she uses this to support them in making progress. For example, the childminder tracks how children gain confidence over time in social situations such as a music class. The childminder works effectively with parents to focus on particular aspects of children's development. She provides appropriate support to children, for example, with homework that they are finding challenging when they first start school. The childminder encourages parents' involvement in learning, explaining typical types of play for each area of learning of the Statutory Framework for the Early Years Foundation Stage. She is beginning to liaise with staff in other settings children are attending in preparation for completing progress checks for two-year-olds in her care.

Children confidently move around the home selecting toys for themselves. Children soon learn where things belong because the childminder labels boxes clearly with words and pictures. This helps children acquire good levels of independence for when they start school. Children see examples of writing around the childminder's home, for example signs in the bathroom reminding them to wash their hands. They receive encouragement to make marks themselves and some are learning to write their names. Younger children learn good physical skills as they gain control when using paintbrushes. They concentrate well for their age and like to explore materials such as paint, sponges and black paper.

Children's colourful pictures on display show that they use a wide range of art materials and techniques in their creative activities. The childminder provides helpful encouragement to children to help them play imaginatively. She acts as a good role model as she dresses baby dolls and talks about familiar routines with young children. The childminder keeps a pleasant running commentary going as she plays with the children. She says individual words clearly, matching words to objects to help develop the children's communication and language skills. The childminder involves children in story and song times during the day to help children to learn about reading and language.

Children explore resources that make sounds as they discover how things work. They become familiar with shapes, colours and the names of numbers. The childminder makes good use of play to introduce children to simple counting. She provides a wicker basket of manufactured and natural objects for children to compare textures and match objects, for example different shells or fir cones. Planned activities around the topic of autumn create good opportunities for children to investigate the natural world. Children use horse chestnut patterns to spell out their names and they take part in celebrations such as Halloween. After a visit to a wildlife rescue centre, the children recall their experiences through drawings. The childminder praises their efforts and recognises their good work in their development records. At present, the range of resources and planned celebrations focus on familiar aspects of children's life. This means children do not experience a very wide range of experiences to introduce them to other backgrounds and cultures, to learn about differences. Despite this, the childminder has made a good start overall in supporting children's early learning.

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

The childminder focuses well on helping children to feel settled in her home. She recognises that until they are feeling emotionally secure they will not be ready to make progress in their learning. Children build good bonds with the childminder as she is caring towards them and offers lots of reassurance. She manages children's behaviour effectively with her calm approach, suggesting alternatives for unwanted actions. The childminder thoughtfully sets out resources that she knows will interest the children. She is very attentive to children's needs and this helps them develop confidence. Children see their names and artwork on display, helping them to feel that they have a place at the childminder's home. The childminder shows sensitivity to children's emotions, for example, when there is a bereavement in a family. The childminder helps children talk about their feelings and she buys resources, like books, to prompt discussion.

The childminder helps children to adopt a healthy lifestyle. She encourages them to try fresh fruit snacks and to drink regularly to prevent them from being thirsty. The childminder works with parents to help ensure children's lunch boxes contain healthy choices. During nappy changing routines, the childminder chats amicably to children to reassure them. Very young children are already aware of hand washing routines to maintain good health. Children take part in lots of active play outdoors to develop their physical skills in the fresh air. The childminder records children's progress as they become mobile and she plans activities to support this aspect of their development. The

childminder offers good support to older children who are coping with changes. For example, parents express their appreciation stating that the childminder went 'above and beyond' to ensure the change went smoothly.

The childminder organises her home and resources successfully to support children's learning through play. She offers a wide range of good quality resources that cover most areas of learning well. The childminder recognises the importance of outdoor space as a learning environment. She is adding activities to the garden, such as a chalkboard to encourage mark making for those children who prefer to learn outside. The childminder encourages children to express their ideas about what should be on offer. This produces a wide variety of requests around different foods and activities. By seeking the children's viewpoint the childminder shows them that their opinions matter, helping to build strong self-esteem.

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

The childminder demonstrates a competent understanding of the safeguarding and welfare requirements. She completes thorough risk assessments of her home and garden, identifying and minimising hazards to children. This good practice extends to each type of outing, with sensible measures implemented to help keep children safe. The childminder has a strong understanding of her responsibilities with regard to child protection. By learning from specialist level training in safeguarding, she is aware of what to do if she has concerns for a child. The childminder thinks through her procedures carefully. For example, she has created a procedure for the emergency evacuation of her home and she practises this with the children. She uses events like bonfire night to make children more aware of how to keep themselves safe. The childminder provides a clean home for children to play and rest. She encourages children to adopt good hygiene routines from an early age.

The childminder forms good working partnerships with parents. She is flexible in the ways she communicates with families to fit in with their working lives. Parents receive copies of her policies, for example, in print or on a compact disc. The childminder provides a helpful diary sheet of the day's events so that parents can share in their child's learning. Parents comment on how happy they are with the standards of care and level of communication. They note, for example, that the childminder 'provides a relaxed and loving family environment where the children have grown both physically and emotionally.' The childminder is proactive in building partnerships with others who care for the same children. She attends pre-school sessions to observe activities the children take part in. The childminder helps to set up meetings to encourage three-way communication between herself, parents and pre-school staff. This helps to build continuity in care and education for young children and to deal effectively with any concerns about development.

The childminder has an enthusiastic attitude towards her professional development. She is embarking on a level 3 qualification and becoming involved with early years advisors in pilot schemes on improving quality. The childminder reflects accurately on her work in

various ways. She takes into account the views of parents and she regularly reviews individual activities. These measures are helping her to develop good practice and quickly improve her service. The childminder has a strong capacity to build on her experience and skills to benefit 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	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

<b>Unique reference number</b>	EY461494
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	919375
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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