

Inspection date

Previous inspection date

20/11/2013

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

- Children play comfortably in a welcoming family home with an attentive childminder.
- The childminder thoughtfully uses the opinions of parents and children to reflect on her practice.
- The childminder tracks the children's development well to support their learning and identify any gaps in progress.
- The childminder promotes good hygiene and healthy eating to protect children's health and well-being.

It is not yet outstanding because

- There are not always resources available to enable children to use imaginative play to act out familiar scenes from family life.

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 had discussions with the childminder at appropriate times.
- The inspector observed activities in the home.
- The inspector took account of the opinions of parents and children.
- The inspector sampled a range of documents that included children's records of development and safeguarding procedures.

Inspector

Jill Milton

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three children in the town of Witney, Oxfordshire. The home is within easy travelling distance of local schools and pre-schools. The whole of the ground floor of the home is used for childminding and children use a bedroom for daytime rest. There is an enclosed garden for outdoor play and the family has two gerbils. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age range and four 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:

- create more opportunities for children to engage in imaginative role play using their own experiences and ideas to make up stories.

Inspection judgements

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

The childminder is attentive to children's needs and supports their development effectively. Children enjoy moving between rooms exploring the resources within their reach. They show motivation and are happily engaged in play as soon as they arrive in the childminder's home. The childminder provides consistently good support to children's language development. She uses words clearly, echoing phrases and encouraging conversations. From an early age children show an interest in books, carefully turning the pages and talking about the pictures. The childminder praises the children's efforts and this has a positive effect on their self-esteem. During the week, some children visit the library with the childminder. They talk about going to 'rhyme time' together and recall songs they learn. Children like to use musical instruments to accompany songs back at the childminder's home. They show an interest in technology as they switch on battery-operated guitars and keyboards. Under the supervision of the childminder older children can use more challenging technology, such as a computer. Children enjoy using felt pens to make marks as they develop control and coordination.

Children develop a good understanding of the world around them. They like to play with the childminder, setting out cars on a road mat or putting together a train track. Children concentrate as they work out how to make a clockwork train move. Children use their imagination well as they use these toys although there is not always a wide selection of resources for role-play available to the children, for example, for children to act out scenes they have experienced in real life like making a cup of tea or going to the shops. The

childminder helps children learn to count and recognise numbers as they play together. Outdoors the children have a large model railway to play with that goes around the whole garden. Photographs of summer playtimes show them enjoying this activity in the fresh air. The childminder is extending the use of the garden for outdoor learning by providing activities like sand and water play. During autumn, the children learn about the natural world. They collect horse chestnuts for counting carefully in rows and make autumn pictures using a wide range of craft materials. Children learn through using their senses as they handle metal, wooden and fabric objects in a box. The childminder encourages the children to feel and smell the dough when they bake gingerbread dinosaurs. The childminder talks to children about important events such as family birthdays. She also introduces resources that reflect diversity in a positive way, to help children learn to respect others.

The childminder uses a newsletter to tell parents about current themes. This provides parents with an opportunity to talk to the children about what they are learning. The childminder writes detailed progress checks for two-year-olds and she shares this information with parents. She follows the development of each child in her care, making frequent, dated observations of their progress. The childminder adapts the way she plans activities so that she focuses on the children's interests and individual needs. For example, when a child arrived from pre-school with a map he had made, it caught everyone's interest and led to exciting activities like a treasure hunt. The childminder helps children prepare for changes. For example, she helped one child with name recognition before he started school.

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

The childminder's calm manner and friendly interactions with children help them to feel safe and secure. They receive lots of attention from her and this supports their emotional well-being consistently well. Children enjoy spreading out their games in the large rooms and they play comfortably. Children independently choose resources from an overall good selection in labelled storage boxes. When children start a game before school, the childminder thoughtfully saves their models until the afternoon. The childminder gently reminds children about taking turns and not throwing toys. She discusses behaviour with older children who help create basic house rules so everyone feels safe and comfortable. Older children learn that some small construction bricks are not suitable to have on the floor when toddlers are present. They are learning to think about the needs of others, which is a valuable skill for school life. The childminder values the opinions of the children, building up their self-esteem. She uses tick lists with smiley faces, pictures and words to encourage children to express their views.

Children receive positive messages about following a healthy lifestyle. They regularly visit a playground to take part in active play and use a more challenging range of equipment. The childminder monitors all aspects of children's physical development to check they are making good progress. She discusses key stages with parents, for example when to begin toilet training. Children establish good hygiene routines from an early age as they visit the bathroom before meals. They sit together around the family dining table to choose from a

healthy range of snacks. The childminder maintains high standards of hygiene in the home. She prepares nutritious home-cooked meals for when children return from a busy day at school. The childminder works successfully with parents to meet any special dietary requirements, when the need arises.

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 is using self-evaluation effectively to reflect on her strengths and areas for development and she has made an encouraging start to her childminding career. The childminder makes good use of courses to extend her knowledge and she is enthusiastic about her work. She has, for example, completed food hygiene training so that she knows how to store and prepare food safely. The childminder is well organised and provides a clean, welcoming, family home for the children in her care. The childminder makes good use of risk assessment to identify and minimise hazards to children. She has a clear understanding of how to safeguard children and she attends specialist level training in this area. The childminder knows the steps to follow if she needs to make a child protection referral to the necessary authorities, and these are reflected in her safeguarding policy.

The childminder has put into place a wide range of well-written policies that she shares with parents. She wishes to be open about procedures so that everyone is clear. When the family recently acquired two gerbils, the childminder informed parents, created a pet policy and updated her risk assessment folder. She takes thoughtful steps to help protect the health and safety of children. The childminder works effectively with parents and she respects their opinions. She uses questionnaires on a regular basis to gain feedback about their level of satisfaction. Comments from parents reveal how pleased they are with the childminder's high standards of care. Parents are actively involved in monitoring the children's development with the childminder. They add comments to children's records and note how well children are progressing.

The childminder has a strong understanding of how to promote children's development. She is able to link what she observes as children play to different areas of learning. She then uses this effectively to track the children's progress and plan their next steps. The childminder works successfully with other professionals who care for the children. She meets with key staff at children's pre-schools to discuss individual needs. When a child came to her from another childminder, the adults worked together to ensure consistency in care and early education. The childminder provides the support children need to make good progress.

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	EY462319
Local authority	Oxfordshire
Inspection number	919895
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
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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