

Inspection date	18/11/2013
Previous inspection date	22/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder supports children well to develop their communication and language and personal and emotional development. As a result, children communicate well, show good understanding and interact warmly with the childminder.
- The childminder follows children's routines closely, this helps children to understand what to expect. Consequently, they behave well and build trusting relationships with the childminder and each other.
- Children enjoy many outdoors activities; this promotes their physical development and helps them to begin to understand the importance of healthy lifestyles.

It is not yet good because

- The childminder breaches some safeguarding and welfare requirements with regards to record keeping.
- The educational programme for mathematics does not have the necessary depth to fully inform children's learning in all of its aspects.
- Self-evaluation is not fully effective in identifying areas for further development.

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 children's activities indoors and on a short outing.
- The inspector reviewed children's records and a sample of relevant documentation.
- The inspector took note of information provided by parents.
- The inspector held discussion with the childminder, including about her self-evaluation and improvement.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2011. She lives in Abingdon, in Oxfordshire, with her husband and two children. The whole ground floor of the childminder's house is used for childminding, including a cloakroom and playroom. The childminder arranges for children to sleep in a first floor bedroom. There is a fully enclosed garden available for outdoor play. Access to the provision includes a step into the front door. The childminder cares for children before and after school and during school holidays. She walks to the local school to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are seven children on roll, of these four are in the early years age group. The childminder supports children who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the recording of information about the children, by keeping a record of every child's full name; date of birth; name and address of every parent and/or carer who is known to the provider
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance

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

- extend the educational programmes for mathematics, by providing more planned opportunities for children to improve their understanding of mathematics, with more practise and discussion about shape, space and measure
- develop self-evaluation further to carefully monitor and analyse the provision, such as by identifying areas for improvement more accurately and prioritising these for more effective management of the provision, in order to consistently meet the requirements for the Early Years Foundation Stage.

Inspection judgements

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

The childminder plans and delivers sufficient suitable activities, which promote all areas of learning appropriately. However, there are some weaknesses in her planning and delivering of mathematics. As a result, children have fewer opportunities to consolidate their understanding of the shape, space and measure element of this area of learning. For example, although children do some measuring in their cooking activities, the childminder does not extend this area of learning consistently, with discussions and practical activities related to solid and flat shapes. Children's easy interaction with the childminder shows that they feel secure in their relationship with her. The childminder promotes children's communication and language skills and personal, social and emotional development well. Warm words, hugs and smiles between the childminder and children are commonplace. The childminder makes appropriate use of regular routines to support children's learning. For example, she makes eye contact and speaks with them as she changes nappies and readies them for their nap. This helps young children begin to understand what is happening and to learn to make eye contact as they communicate with others.

The childminder promotes children's physical development well. For example, the manner in which the childminder sets out children's activities encourages them to increase their mobility, and make choices about their play. In addition, children play outdoors daily and those who are able walk to and from their outings with the childminder. The childminder uses these activities to help children practise large movements, build stamina and to promote children's understanding of healthy lifestyles. Activities such as dressing and undressing dolls help to develop children's hand eye coordination and fine movements. Children use their increasing physical control to care for themselves, such as dressing and undressing themselves and helping themselves to drinking water. Pre-school aged children show good control as they use the computer mouse to make some simple programmes work.

Children express their creativity in many ways. For example, they get messy, enjoy sensory experiences and experiment as they finger paint, explore gloop, and create change with dough and tools. Children enjoy stories and books independently and with the childminder. In ways such as these, the childminder helps children to learn that words carry meanings. She further develops this area of children's learning as she helps them recognise words, signs and symbols as they walk in the local area. The childminder is teaching children that some signs provide information to help to keep people safe. For example, children learn to wait for the 'green man', because this shows that it is safe to cross the road. Overall, the range of children's learning experiences is promoting their readiness for school suitably in most areas.

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

The childminder does not keep all the required written information that is needed to fully promote every child's welfare. For example, she does not keep records of information for some children so does not have in writing the necessary information that she needs to always meet children's individual health and welfare needs. Although, the childminder cannot verify all information about her childminding activities, she develops appropriate and secure relations with the children that she looks after and makes appropriate

arrangements for their care, learning and development. For example, she carries out regular observations of the children and she communicates regularly and openly with parents. This keeps parents in touch with their children's learning. The childminder cares for children who are learning English as an additional language. Parents comment positively on the success the childminder has had in supporting these children to learn English in readiness for school. As a result, children start pre-school speaking English at the expected developmental stage. The childminder's careful monitoring, support and provision for children who are learning English closes the gap in their communication and language skills. This promotes equality well.

The childminder provides children with loving care, and she gives them her time and attention in play. She follows children's individual routines. She meets their care needs sensitively, for example, she knows that the children need to sleep on return from the school collection. Therefore, she gives them something to eat first so that they do not go to sleep hungry. She uses information about individual children's preferences and naptime to help them to relax and sleep comfortably.

The childminder knows that children's behaviour depends on their understanding and maturity. Therefore, she uses suitable behaviour methods, for example, she talks to young children and follows their routines. This helps them to understand what happens next. She uses distraction and positive interaction to guide children, for example, she makes sure that children's preferred comforters are available and she uses children's familiar words in their home language to comfort them of to sleep. Additionally, she makes sure that there are sufficient and appropriate levels of stimulation for children who enjoy different resources, such as books, dolls or vehicles. She uses these methods effectively to redirect children's attention when necessary.

The childminder promotes children's understanding of healthy lifestyles appropriately. For example, in addition to daily fresh air and exercise she works closely with parents to ensure that children eat balanced and nutritious meals. Additionally, children extend their learning through routines such as regular hand washing and through discussion as they prepare snacks of fresh fruits. Children learn about personal safety, for example, as they practise evacuation of the premises and use safety equipment such as safety reins.

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

Ofsted brought the inspection forward, following concerns that the childminder cares for more children than she is permitted. This inspection found that the childminder does care for additional children in the early years age group to provide continuity of care for siblings and that she makes sure that this does not impact on the care that she provides to all children in her care. She states that she does not care for more than six children under eight at any one time. However, it is not the childminder's practice to consistently record children's attendance. Therefore, there is insufficient documentation to show the numbers of children that she cares for at any one time. In addition it was found that the childminder does not keep the required records of information for all children. As a result

she does not have a record of all children's individual requirements to help her plan for their care and learning needs. These are breaches of the safeguarding and welfare requirements and of the Childcare Register.

The childminder demonstrates appropriate understanding of safeguarding including child protection and the assessment of risks to children. For example, she has secure knowledge, and is confident about what to do if concerns arise about children's well-being. She provides a safe and clean environment and makes sure that children cannot see or touch hazardous substances or dangerous equipment. Additionally, she extends her risk assessments to outings. For example, she makes sure that there are safe arrangements in place for children when they go out. She makes sure that children who need it use safety equipment, such as safety reins, as they walk with her.

The childminder's systems to evaluate her practice are not all fully developed. For example, although she plans and makes some use of observations, she does not recognise that some aspects of mathematics are not fully planned for. As a result, the quality and learning teaching is variable. Therefore, not all of the educational programmes have the necessary depth to promote children's learning consistently in readiness for school. In spite of breaching some requirements, the childminder has a desire to drive improvement in her practice. For example, she is working closely with another provider who has been graded as outstanding. She realises that such professionals can provide her with guidance and support, to help her to improve her childcare knowledge and practice.

The childminder engages well with parents, collecting information from them about their children's starting points and routines. Parents praise her for the learning opportunities and the care that she provides for children. They state that the children make good progress in their communication and language and that the range of physical activities that children do helps to build their stamina and strength. The childminder is aware of the requirement for the progress check for children at age two years. She has successfully completed some of these reports. The childminder is developing open relationships with providers where children attend more than one setting, such as nursery class teachers. This leads to a shared approach to children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of the name, home address and date of birth of each child who is looked after on the premises (compulsory part of the Childcare Register)

- keep a record of the name, home address and telephone number of parent/guardian/carer of each child who is looked after on the premises records to be kept) (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises (voluntary part of the Childcare Register)
- keep the name, home address and telephone number of parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	EY434077
Local authority	Oxfordshire
Inspection number	938561
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	22/02/2012
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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