

Inspection date	08/01/2014
Previous inspection date	03/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Warm and caring relationships between the childminder and minded children help them to feel secure and settle.
- The childminder provides learning opportunities for children that enable them to make good all-round progress towards the early learning goals.
- Partnerships formed with the parents are good, with information shared so they are up-to-date about what their children do, and the care provided.
- The childminder reflects on her childminding practice and continually develops her service to benefit the children and their families.

It is not yet outstanding because

- The childminder does not fully extend children's literacy skills, for example, through the use of puppets and story boxes filled with interesting items.
- There are fewer opportunities for children to access a wide range of media and natural materials to further develop their senses.

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.

Inspection activities

- The inspector observed the interaction between the childminder and children.
- The inspector spoke with the childminder at appropriate times throughout the inspection
- The inspector looked at a selection of children's records.
- The inspector took account of the views of parents in letters and cards.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband in Kennington in Oxfordshire. The whole of the ground floor of the house and a first floor bedroom are available for childminding, with a garden for outside play. The provision is open all year round from 7am to 7pm Monday to Thursday except for family holidays agreed in advance. The childminder is registered on the Early Years Register and is currently minding five children in the early years age range. The children attend on different days and at different times.

What the setting needs to do to improve further

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

- extend the children's imagination and interest in stories, for example, by providing story boxes filled with interesting items
- provide a wider range of media, materials and sensory experiences to enable children to further explore colour, texture and space.

Inspection judgements

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

The kind and caring childminder knows the children really well and she has a good knowledge and understanding of how to help them learn and develop. Children make good progress in their learning given their developmental starting points. The childminder plans activities according to the children's interests and she helps them to further develop their skills through providing activities that provide challenges for them. In addition, she uses effective teaching techniques to help children gain the knowledge and skills they require for moving on to school. Toys and resources are accessible for children to help themselves and therefore, they initiate their own learning. At other times, the childminder plans adult-led activities such as water play and painting.

Children make good progress in their communication, language and literacy. The childminder encourages children to recall and talk about recent events, such as observing squirrels, birds and deer in the garden and woods. She also introduces the sounds of letters to children as they play, for example, by making the initial letter sound 's' for snake. The children enjoy listening to stories and the childminder uses open questioning skilfully. Children have time to think and respond, and to find objects on the pages. However, the childminder does not extend children's interest in stories further, for example, by using puppets and resources, such as story boxes filled with interesting items

so that children can act out and explore different roles. Children move their bodies to the rhythm of familiar songs and rhymes. All of these activities help children to develop good speaking and listening skills.

A good range of programmable toys help children to find out how things work, for example, as they press buttons to play music on the animal train. The childminder introduces a range of mathematical language to help children learn about colour, number and shape. She explains to the children that the giraffe has a long neck and the elephant has a long trunk. The childminder helps children to develop good problem-solving skills. For example, they enjoy measuring as they fill and empty containers in the water play, and post shapes in the sorting box. Children strengthen the muscles in their hands as they squeeze dough, and they practise early writing as they make marks with their fingers in paint and draw with chunky pencils. They are not able to access a wide range of media and natural materials to fully explore colour, texture and shape using their senses. During make-believe play, the children use their imagination to make cups of tea. The childminder helps children to become curious learners and she prepares them well for the next stage of their learning.

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

Children develop close relationships with the childminder and they clearly feel at ease in her care. The childminder uses suitable strategies to manage children's behaviour. Children learn to share and take turns, and respond with smiles as the childminder offers constant praise for the smallest of achievements. Overall, there is a good selection of toys and learning materials to meet the needs of the children attending. The childminder provides suitable equipment, such as a buggy, high chair, nappy changing facilities and a cot to meet the needs of the younger children.

Daily routines are in place to support children's good health. The childminder's home is very clean and children learn good hygiene practices, such as wiping their hands before snacks. She discusses the importance of washing their hands so they 'do not get germs in their tummies'. The childminder provides nutritious snacks and meals according to the children's individual dietary needs.

The childminder gives children gentle reminders not to climb on furniture so they begin to learn boundaries and keep themselves safe. She allows them to take some risks, for instance, as they negotiate steps and different surfaces indoors and outside. The childminder effectively maintains the required records for recording accidents and medication administration. She holds a first aid qualification to help her manage any accidents appropriately.

Children enjoy fresh air and exercise, which helps to keep them fit and healthy. The childminder enhances children's feelings of safety and security by providing a familiar daily routine. This means children play and learn in a stable environment, which helps them to look forward to their day. The childminder promotes children's well-being positively.

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

The childminder has a good understanding of her role in promoting the safety and welfare of the children. She conducts effective risk assessments to identify and minimise potential hazards to children. The childminder has a good understanding of safeguarding issues. She is aware of the procedures to follow should she have any child protection concerns about a child's welfare. She keeps Ofsted informed of any changes to the household and ensures she supervises children at all times to keep them safe. The childminder has all of the legally required paperwork in place, which helps to ensure the safety and welfare of all children. The childminder is fully aware of her responsibility to deliver a well-balanced educational programme. She plans activities according to the children's individual interests. The childminder completes the progress check for two-year-old children as the need arises, and shares this information with parents. These measures demonstrate her clear understanding and ability to meet the requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder is committed to improving the good service she offers to children and parents. She uses self-evaluation effectively to reflect on her practice and identifies areas that she would like to develop. This includes seeking the views of parents so that she makes changes that benefit and meets their needs. The childminder is enthusiastic and keeps up to date with current childcare issues by attending training courses, such as food hygiene and safeguarding. She reads relevant publications, so that her knowledge is up to date and she continues to meet the legal requirements for the Statutory framework for the Early Years Foundation Stage.

The childminder establishes good relationships with parents from the outset of childminding arrangements, for example, parents share information about their children's home routine, likes and dislikes. Consequently, this helps the childminder to meet the individual needs of children in her care. In addition, each child has a daily diary and the childminder provides daily verbal feedback about children's routines, activities and achievements.

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	133370
Local authority	Oxfordshire
Inspection number	949794
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	03/06/2011
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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