

## **Inspection date**

Previous inspection date

30/01/2014

Not Applicable

## **The quality and standards of the early years provision**

### **This inspection:**

3

Previous inspection:

Not Applicable

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 has a friendly rapport with children that helps them to feel settled and welcome in her home.
- The childminder helps to build children's vocabulary when they enjoy sharing books together.
- The childminder makes good use of local children's centres to extend the children's social skills and to gain support for her professional development.

### **It is not yet good because**

- The childminder does not provide children with a stimulating range of resources to encourage them to share their thoughts, ideas and feelings through imaginative play.
- The childminder is beginning to monitor children's development, though she does not cover all areas of learning in depth.
- The childminder does not plan an exciting range of activities in the garden.

## 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 compulsory part 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 home.
- The inspector sampled a range of documentation including children's assessment records and safeguarding procedures.
- The inspector had conversations with the childminder at appropriate times.

## Inspector

Jill Milton

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in the Donnington Bridge area of Oxford city. The ground floor of the home is used for childminding and there is a garden available for outdoor play. The home is within easy travelling distance of local schools and nurseries. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder cares for one child in the early years age range on a part-time basis.

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

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

- improve the educational programme for expressive arts and design by providing children with a stimulating range of resources to let them use their imagination and ideas to make up stories and act out familiar scenes.

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

- extend the assessment of children's progress to cover all areas of learning
- plan a wider range of activities in the garden to suit those children who learn more effectively outdoors.

## Inspection judgements

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

Children enjoy the activities the childminder plans for them. She is aware from initial discussions with parents what particular interests the children have. Her planning shows that she considers this by providing books and toys on popular themes around cars and animals. Children receive appropriate attention from the childminder when they look at books together. Children learn how to handle books carefully and turn the pages. They enjoy talking about the pictures with the childminder who acts a suitable role model in the way she says words clearly. Children ask questions about what they can see and they are proud to demonstrate their counting skills. The childminder praises children's efforts, boosting their self-esteem. Children are beginning to develop an appropriate attitude to learning, which is helpful for later school life.

The childminder and her family introduce children to different musical instruments and

songs. Children are becoming familiar with a range of well-known nursery rhymes. Children show concentration as they explore what happens when they mix red and yellow paint together. They use thin paintbrushes with control and coordination appropriate for their age. Children have some freedom to decide what to do as they try hand printing with the paint. The childminder is happy to follow their interests and praise their efforts. Children make choices about what to play with from the simple range of toys within their reach. The childminder takes children out to local children centres where they access a wider range of experiences. Children are becoming more familiar with their local community and are building up friendships with others. However, on some days, there are few resources available in the childminder's home to stimulate children's imagination and encourage them to make up their own stories. Children try to make the most of what is available, for example, using a small selection of construction bricks to build a castle.

The childminder is steadily developing her understanding of how to assess the children's development and use the information to plan activities. She is gaining from the advice of other professionals and is completing observations of children's play. Although this is an encouraging start, the process does not cover all the areas of learning in depth. The childminder has some ideas in her plans for the use of the garden in fine weather, for example, so children can help tend the strawberry plants or climb on a slide. However, children are not currently benefitting from well-planned activities in all areas of learning in the garden.

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

The childminder's friendly manner helps children to settle and enjoy their time in her home. Children receive reassurance and comfort from the childminder, who responds quickly to their needs. For example, the childminder offers soothing drinks to ease coughs and colds. Children follow sensible routines such as hand washing before snack time, to protect their health. The childminder ensures the bathroom is clean and ready for use with a step to reach the sink and a fresh hand towel. Children make healthy choices about what they would like to eat. At first, they may be reluctant to try vegetables but then find that the carrot sticks are, in fact, quite tasty. The childminder's encouragement is helping children to try nutritious options. Children take part in energetic play at the centres they visit with the childminder. They occasionally have walks in the nearby fields too, though the back garden is not yet being used to its maximum potential for physical play. The childminder is aware of children's routines and includes time in the daily activities for rest. Overall, she meets children's care needs reasonably well.

Children move confidently between rooms and they can request resources from a storage box of toys. The childminder provides some appropriate activities at the dining table or on the front room floor. The basic resources are clean and appropriate for the age of children in her care. However, there are some gaps in the range overall to really extend learning. Children receive sound guidance from the childminder on how to behave appropriately. They show an encouraging awareness in how to show good manners to others since the childminder is a good role model. The childminder plans activities to celebrate a range of festivals during the year to introduce children to the wider world. She shares music from

her own home culture to extend children's experiences.

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

The childminder has a satisfactory understanding of how to meet the safeguarding and welfare requirements. She is creating a suitable set of policies to underpin her work. For example, the childminder knows the necessary steps to follow if a child has an accident or she is required to give medication. The childminder has booked onto safeguarding training to widen her knowledge of child protection. She demonstrates sufficient understanding of what to do if she has concerns about a child's welfare. The childminder has thought through the sensible use of her mobile telephone to take photographs of the children's day to share with parents. She has registered with the Information Commissioner's Office to obtain guidance on the safe use of data. Around the home, the childminder takes positive steps to address any hazards she identifies. She makes suitable use of safety equipment such as stair gates and cupboard locks to help keep children safe.

The childminder is starting to build up partnerships with parents. When new children start in her care the childminder spends some time with the family to find out about individual needs. She records information about the children's backgrounds so that she can appropriately plan their care. The childminder follows the necessary requirements in obtaining consent from parents to seek emergency medical treatment or to take children on outings. Parents sign a form to say they agree with the childminder's policies so that everyone is clear from the beginning of the partnership. The childminder is planning to make links with staff in other settings children attend. She also intends to prepare a progress check for two-year-olds in her care.

The childminder has only very recently started to care for children. She has a questionnaire ready to give to parents as she recognises the value of their opinions. The childminder is starting to reflect on her practice and she is taking on board advice from more experienced childminders. She meets on a regular basis with others at the local children's centres and she responds well to guidance. This contact is particularly relevant in order to build on her basic understanding of the learning and development requirements. The childminder is booked on a variety of training courses in order to expand her skills. This indicates a willingness to make steady improvements.

### **The Childcare Register**

The requirements for the compulsory 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>	EY461588
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	925848
<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>	6
<b>Number of children on roll</b>	1
<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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