

Inspection date	24/01/2014
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 demonstrates that she has suitable systems in place to assess children's progress and to plan for their individual needs.
- The childminder shows that she is able to provide a variety of activities to help all children make progress in all areas of learning.
- The childminder provides a safe home and has a range of appropriate safety procedures in place to reduce the risk of accidents.

It is not yet good because

- The childminder does not currently have rigorous systems in place for self-evaluation in order to set challenging targets for improvement.

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 discussed aspects of practice with the childminder.
- The inspector checked areas of the premises accessible to children.
- The inspector took account of children's assessment records and planning documentation.
- The inspector sampled documentation, including the childminder's training records.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2005. She lives with her teenage daughter, in the Cherwell Heights area of Banbury, Oxfordshire. The childminder uses the ground floor of her home for childminding, together with a first-floor bedroom and bathroom. Access to the property includes a step into the front entrance. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and is caring for one child in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for three older children. There were no children present on the day of the inspection. The childminder offers overnight care and is a registered foster carer. She offers care on weekdays, including out of school care. She walks to the local school and other early years facilities to take and collect children.

What the setting needs to do to improve further

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

- develop more rigorous systems for self-evaluation in order to set challenging targets for improvement.

Inspection judgements

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

The childminder is able to demonstrate that she has appropriate procedures in place to assess children's progress and plan for their individual needs. She explains that when children first start in her setting, she asks parents to fill out questionnaires and she talks to them about their child's individual needs and level of development to establish starting points. She has records in place to show observations of children's achievements and she is confident in discussing children's progress, providing examples as necessary. She has documentation to show that she has completed appropriate progress checks for two-year-old children. She explains that she takes account of children's next steps in learning and their interests when planning further activities. She records short-term and long-term planning and demonstrates that this is flexible to meet children's individual needs. The planning records illustrate that she routinely covers all areas of learning.

The childminder explains that she promotes children's communication and language skills through ongoing discussion, such as talking to children about what they can see on the walk to school. She states that she promotes children's physical development through daily outdoor play, such as splashing in puddles or painting the shed with coloured water. She demonstrates that she promotes children's personal and social skills by encouraging them to talk about their feelings, such as through role-play, so that they become aware of their actions on others. She explains that she supports children's mathematical

development by counting during everyday activities and playing games, such as hopscotch. She states that she supports children's early literacy skills through reading stories, visits to the library and promoting pencil control through drawing activities. She demonstrates that she supports children's awareness of the world around them through a variety of activities, such as celebrating different festivals or growing seeds in the garden. She explains that the learning environment provides resources tailored to children's individual needs.

The childminder explains that she promotes positive partnerships with parents through ongoing discussion, telephone calls and e-mails. She maintains daily diaries for younger children and states that she passes on any information from school to parents as needed for older children. She explains that she talks to parents about the Early Years Foundation Stage and provides them with additional reference materials where she feels these would be useful.

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

The childminder demonstrates that she develops positive relationships with children by finding out about their individual needs and preferences. She talks about children's individual interests with confidence and explains how she builds on these in practice. For example, by planning activities around the Three Little Pigs story for children who show an interest in building materials. She explains that this helps children to engage in their learning. She talks about how she promotes children's independence, such as encouraging them to help set the table or to pay for items in shops. She states that she supports children who need additional help, such as promoting their ability to concentrate, so that they are appropriately prepared for their next stages in learning and for school.

The childminder explains that she uses positive strategies to promote good behaviour. She states that she distracts children from unwanted behaviour and helps them to engage in a positive activity. She demonstrates that she supports children's understanding of safety both indoors and on outings. She explains that she talks to children about safety during cooking activities and about road safety when on outings. She demonstrates that she promotes children's awareness of healthy lifestyles, such as talking to them about the effect of exercise on their bodies and how this helps them to grow. She explains how she promotes good hygiene practices when supervising children to wash their hands. She states that she provides healthy snacks for children, including fruit, to promote their good health.

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

The childminder demonstrates a suitable understanding of her responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. She is able to explain her awareness of possible symptoms of children at risk and how she would respond to concerns. She maintains a record of risk assessments to show how she

keeps the home safe and secure. The home provides a suitable environment for young children and the childminder demonstrates appropriate safety procedures, such as using stair gates where necessary.

The childminder demonstrates through documentation and discussion how she monitors the educational provision. She explains that, if she has concerns about children's progress, she is aware to talk to parents and outside agencies so that children and families receive the support necessary.

The childminder has some self-evaluation processes in place, although has not updated these recently and so is not rigorously setting challenging targets for improvement. She explains that she gains the views of parents through questionnaires and that she talks to children about their interests so that they can contribute their ideas. Since the last inspection, the childminder has developed some aspects of behaviour management to promote positive behaviour further. She explains that she often researches new ideas and positive practice and that this has helped her make her observations of children's progress more meaningful. She is considering pursuing an early years qualification and attending additional training to further enhance her professional development.

The childminder explains how she works in partnership with parents, outside agencies and other settings as appropriate to promote continuity for children. For example, she is aware to make contact with other settings where children are preparing to attend so that she can support them as they start their placement.

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	EY305132
Local authority	Oxfordshire
Inspection number	949429
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	02/03/2009
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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