

Inspection date	05/03/2014
Previous inspection date	Not Applicable

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		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

- The childminder monitors the children's development effectively and uses the information to help them make good progress.
- Children have a positive attitude to learning and they are well motivated.
- The childminder supports children's early literacy and mathematics successfully.
- Children play in a friendly atmosphere where they learn to get along sociably with children of different ages.

It is not yet outstanding because

- Outdoor play in the garden does not offer children the same wide range of activities that the indoor provision provides.
- The childminder does not have effective systems in place to encourage parents to contribute what they observe about their children's development at home.

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 activities in the home.
- The inspector had discussions with the childminder at appropriate times.
- The inspector sampled a range of documentation including children's records.
- The inspector took account of the views of parents.

Inspector

Jill Milton

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and four children in the town of Didcot, Oxfordshire. The home is within easy travelling distance of local schools and nurseries. The ground floor of the home is used for childminding, with bedrooms available for daytime rest for younger children. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works with her sister who is a registered childminder. Together they care for six children in the early years age group and six older children. The childminder also occasionally works with one of two named assistants. The childminder is a qualified primary school teacher.

What the setting needs to do to improve further

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

- extend planning to include the garden to provide a wide range of stimulating activities across all areas of learning to suit children who prefer to learn outside.
- encourage parents to share more widely in the assessment of the children's progress to foster a shared approach to supporting learning.

Inspection judgements

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

Children make good progress in their development since the childminder is attentive to their needs. The childminder is able to focus on each child's progress and she talks knowledgeably about their achievements. She is able to link what she observes to different areas of learning to ensure children progress well in all aspects. The childminder is aware of the need to address any potential gaps in development so that children have the best start to school life. Children develop many useful skills as they decide what to play next. They receive invitations to join in with activities and the childminder respects their views if they choose something different. The childminder plans a good balance between adult-led and child-initiated activities. She evaluates what she is doing and plans the next steps so that children receive the support they need. The childminder collates photographs and dated comments on children's achievements. These learning journeys are providing a colourful and useful record of the children's progress in her care.

Children enjoy placing photographs of themselves in sequence and show good recall of where the photographs took place. They work out simple puzzles as they count the candles on a birthday cake to remind them of how old they were at the time. The

childminder uses questions effectively to extend conversations and maintain children's interest. The childminder monitors children's language development carefully, recognising it as a key area of learning. She introduces songs and rhymes as an effective way of supporting early language skills.

Children develop confidence in using mathematical words to describe things. They play games together using growing skills as they match patterns on cards or count up to 24 together. Children explore space and quantity as they fill and empty containers or build with construction bricks. They experience changes in textures as they play with foam or make bread. When children take part in practical activities like making a rain gauge, they learn how to use numbers to measure the results. The childminder helps children learn the sounds of letters and she encourages their early writing. Children practise writing their names and they learn to recognise their letters on named pegs near the bathroom. Children select books from a large collection within their reach, some displayed that reflect the current topic. The childminder also uses books and other resources to introduce children to cultures different to their own. Children join in celebrations of events like Valentine's Day or Chinese New Year, learning to respect the views of others. Children express their ideas and imagination as they use art materials or toy aeroplanes. They show an interest in early technology when they carefully use switches to turn on sounds. The childminder provides a wide range of resources indoors to encourage creativity.

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

Children are content and settled in the childminder's care. They confidently move around the home and have plenty of opportunities to express their own choices. The childminder organises her wide selection of resources so that children can make decisions. They know, for example, where the art materials are or which baskets hold the toy cars. Children develop an enthusiastic attitude to learning since the indoor environment is stimulating. The childminder is keen to promote the children's independence in preparation for school life. She is aware of how important it can be to children's confidence if they can do simple tasks like using scissors safely. Children receive encouragement from the childminder and she guides them with softly spoken conversations. Children are busy and happy in their play and behave well. They play cooperatively with friends, taking turns in games like matching pairs. Children spontaneously show affection to others as they give the baby a gentle hug.

The childminder promotes children's health and well-being effectively. She offers them rest and regular nourishment during the day. The childminder learns from parents about children's individual routines and needs, so that she is able to offer good standards of care. Children eat together around the family dining table to develop their social skills. They use individual colour coded hand towels for drying their hands to reduce the risk of cross infection. The day includes energetic play activities at the children's centre or in the large garden. Children use equipment like swings and a climbing frame to develop their strength and coordination. They sometimes use the garden to enjoy other activities such as caring for the vegetable patch. However, the range of outdoor play activities does not

provide extensive coverage of all the areas of learning.

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

The childminder has a strong understanding of how to meet the safeguarding and welfare requirements. Overall, she works effectively in organising her home to provide a welcoming place for children to develop. The childminder is attentive to protecting children's safety by conducting daily checks to reduce hazards. She keeps a detailed written record of her risk assessment to underpin her good practice. The childminder's safeguarding policy explains to parents how she uses mobile telephones and cameras sensibly. She is aware of how to monitor and refer any safeguarding concerns she may have about a child. The childminder follows established routines to protect children from illness and infection. She maintains good standards of hygiene around the home.

The childminder works successfully with her co-childminder to offer a stimulating environment for learning. The childminder uses her professional knowledge and experience to plan activities to support children's development. She attends local drop-in groups to share good practice with others and she is studying to further her qualifications in childcare. The childminder has a good understanding of the learning and development requirements. She is able to reflect critically on her work in order to make action plans to bring about improvement. This good grasp of self-evaluation reflects a positive approach as she builds up her childminding business. The childminder takes into account the views of parents expressed in questionnaires. She is building up strong partnerships overall and parents are pleased with her services. The childminder provides consistent verbal feedback about the children's day, which parents appreciate. However, there is not a great deal of involvement of parents in contributing to the assessment of children's development.

The childminder has a good understanding of the need to link with other professionals caring for the same children. She is in contact with key staff at children's pre-schools for example, in order to provide consistency in their care and early education. The childminder is aware of the need to prepare progress checks for two-year-olds in order to identify any issues about development early. She is committed to supporting children in a timely way to narrow any potential gaps in their achievement.

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
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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	EY465756
Local authority	Oxfordshire
Inspection number	932451
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
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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