

Inspection date	14/03/2014
Previous inspection date	10/12/2008

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

- The childminder has a good understanding of how to protect children and to keep them safe from harm, so children play in safety.
- The childminder provides good quality teaching across the seven areas of learning. She provides a good range of activities in a variety of ways that enrich children's experiences so they progress well.
- The childminder supports children's emotional security. They have close, settled and trusting relationships with the childminder, so they are confident and make good progress in their physical and emotional well-being.
- The childminder provides many opportunities for children to develop excellent self-help skills and successfully manage their personal needs.

It is not yet outstanding because

- The childminder does not fully reflect on the characteristics of effective teaching and learning to guide the planning of children's activities.

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 childminder's home and at the local park and discussed these with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of relevant documents including children's records and her evaluation systems.

Inspector

Ruth George

Full report

Information about the setting

The childminder registered in 2007. She lives in Bicester in Oxfordshire. Children have use of all rooms on the ground floor and bedrooms on the first floor to sleep. There is an enclosed garden for outside play. The family have one cat.

The childminder is currently caring for nine children. They attend for various days and hours. The childminder is on both the compulsory and voluntary parts of the Childcare Register and cares for children after school.

What the setting needs to do to improve further

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

- provide more opportunities for children to freely use a wider range of creative resources, to encourage children to experiment with colour, design and texture.

Inspection judgements

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

The childminder provides a warm and welcoming environment, which is safe and secure. This means children are free to move around and can play in safety. She provides good teaching and support for children's learning and development. The childminder makes good assessment of the children's development and has effective systems to monitor their progress. The childminder completes a comprehensive assessment for children in their second year. She shares assessments with parents and values their contributions. Children make good progress and acquire the skills for the next stage in their learning.

The childminder makes good use of the local community and plans opportunities for children to learn in a variety of environments, such as the park and children's centre. This extends children's experiences and helps them learn about the world around them. The childminder has a good working relationship with another local childminder. Their regular meetings mean that the children have good opportunities to form friendships with other children and play together, so aiding children's social development.

The childminder provides a wealth of opportunities for children to develop physically and to extend their language acquisition. She uses simple questions to prompt thinking. The childminder spots a dew-covered cobweb, for example, and points it out to children and says, 'Who do you think lives in this cobweb?' Children peer at the cobweb and reply 'Spider, look, look, spider in there'. This demonstrates how the childminder helps the children be curious, to look closely and to respond to questions, all of which prepare them for the next stage of learning. However, there are fewer opportunities for children to

freely access a wider range of media, to encourage them to experiment with colour, design and texture in the childminder's programme for the expressive arts and design.

The childminder helps children make connections across their learning by then singing 'Incy wincy spider'. Children join in enthusiastically with the actions and sing some of the words, showing that they are learning rhyming words. This learning helps children's literacy development by providing children with pre-reading skills. The childminder introduces children to early mathematical language too through counting and using basic language for quantities. The childminder provides a range of tools and media, to help children to become confident in making marks and learn the skills for early writing. The childminder's accurate knowledge of children's individual abilities and stages of development helps them be ready for starting school.

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

The childminder and children share a close attachment so the children's physical and emotional well-being is strong. The childminder understands the children's needs and provides sensitive support to help children develop as strong individuals

The childminder plans time outdoors to promote children's early understanding of a healthy lifestyle. Children thoroughly enjoy their time at the local parks, gaining a positive attitude to being outside in the fresh air. On an outing to the park, the childminder's teaching helps children to learn about keeping themselves safe on the journey to and from the park. The childminder presents opportunities for children to assess the safety within the park. They check the equipment, wiping the morning dew from the climbing frame, so it is not slippery. The childminder gives clear and sensitive guidance to help children to understand her expectations for behaviour. Children's behaviour is very good as a result.

The childminder actively encourages children's self-care skills, allowing children time to persevere and achieve. The childminder encourages independence and skilfully helps children to manage their personal care. Her positive attitude encourages children to have a 'can do' approach which is useful for when they move on to school. They make their needs known, for example, by telling the childminder when they are hungry. In response, the childminder provides the opportunity for children to make their own sandwiches for lunch demonstrating how she teaches them a range of skills. The childminder provides effective guidance for younger children too. She shows them how to hold the knife and spread butter onto bread helping them until they do so successfully. In such ways the childminder enables children make excellent progress in their self-care skills in readiness for the next stage of learning..

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

The childminder has comprehensive policies and procedures to support her practice to safeguard children. The childminder has a good knowledge of how to keep children safe

and protect them from harm. She makes effective use of risk assessment to minimise accidents in and outside her home. The childminder undertakes visual checks on outings, to identify and minimise any potential hazards in order to keep children safe.

The childminder has attended a number of local authority training courses, which demonstrates her determination to improve her practice. She has a good knowledge of the Early Years Foundation Stage and implements its requirements. The childminder effectively uses self-evaluation to drive improvement. This ensures a focus on meeting children's learning and development needs and as a result, children make good progress.

The childminder makes good use of a software program that supports her provision. It aids the childminder to build a summary of the progress children make and enables her to monitor all aspects of their learning, however a weakness in an aspect of children's creative development has not been picked up. The childminder completes good assessment records for the children and uses these to plan for the next steps in children's learning.

The childminder has very good relationships with the parents; they receive verbal communication at the beginning and end of the day. They also benefit from the internet parent portal within the software program to exchange information with the childminder and contribute to their children's assessments. Older children express their feelings in written thank you notes to the childminder; 'thank you for being the best childminder in the world you mean a lot to me and you do fun things with us and we enjoy it sooooo much'. The childminder understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity of care.

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	EY360753
Local authority	Oxfordshire
Inspection number	837979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	10/12/2008
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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