

### Inspection date

Previous inspection date

02/04/2014

Not Applicable

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

**This inspection:**

2

Previous inspection:

Not Applicable

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 provides a welcoming, safe and stimulating environment where children feel secure and settled.
- The childminder uses a comprehensive observation, assessment and planning process effectively to respond to children's individual needs and capabilities.
- The childminder provides a range of good quality information to parents and works in partnership with them to help support children's learning and development at home.
- The childminder makes good use of the local environment and local attractions to extend children's understanding of the world around them.

#### It is not yet outstanding because

- Young children have some opportunities to play with resources reflecting everyday life but these are not always easily available to fully promote children's creative development.
- The childminder sometimes speaks too quickly during her interactions with children. This makes it more difficult for young children to hear individual words clearly.

## 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 accompanied the childminder on the morning school run.
- The inspector observed activities with young children in the living room.
- The inspector talked to the childminder about her practice throughout the inspection.
- The inspector looked at children's records, including parent comments.

## Inspector

Gill Little

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and three children, in Witney, Oxfordshire. The whole house is available for childminding. There is an enclosed garden available for outdoor play. The family has two dogs. The childminder is registered on the Early Years Register. She cares for five children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and cares for six older children. She offers care on weekdays and every other Saturday, 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:

- extend opportunities for young children to play with resources that reflect activities in everyday life to further promote their imaginations
  
- speak more slowly when talking to young children so that they can hear individual words more clearly.

### Inspection judgements

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

The childminder provides a stimulating learning environment that encourages children to explore and to be inquisitive. She is sensitive to children's developing interests, adapting plans and routines so that children can choose what they would like to play with. She plans interesting and stimulating activities to engage the interest of young children. For example, she provides a shallow tray of Easter items, including feathers, toy rabbits, plant pots and fake grass. Such activities encourage children to use their different senses to explore different textures, shapes and materials. The childminder uses good quality, ongoing interaction to promote children's communication and language development. She uses vocabulary relevant to the activities children engage in so that they can begin to link words with objects. However, at times, the childminder speaks too quickly, which makes it more difficult for young children to hear individual words clearly.

Physical activity toys indoors, such as a small climbing frame and rocking horse, encourage children to practise different movements and gain control in using their muscles. The childminder supports children well, challenging their physical skills while keeping them safe. She makes good use of the local environment and local attractions to extend children's understanding of the world around them. She takes children to a wildlife

park and a Victorian farm on a weekly basis and makes regular trips to a forest group where children can enjoy a mud kitchen and sound garden. She also makes good use of the garden, for example, supporting children of different ages to find out about a resident toad. She helps children to consider the differences between a toad and a frog and to use their creative and problem-solving skills to make a house for the toad. Young children have some opportunities to play with resources reflecting experiences from everyday life but these are not always easily available to fully promote children's creative development. For example, there is a playhouse with a kitchen in the garden but similar resources are not always readily available indoors.

The childminder works closely with parents when children first attend to establish their starting points. She carries out initial observations and agrees these with parents to ensure accuracy. She considers carefully the next steps for individual children in consultation with parents and incorporates this into her ongoing planning. This process enables her to respond effectively to children's individual needs and capabilities, and to prepare children well for their next stages in learning. The childminder understands the requirement to complete a progress check for children aged two years. She has appropriate guidance in place and plans to use her ongoing observations and assessments for this purpose when necessary.

The childminder keeps parents well informed of their children's time with her and of their progress. She provides monthly newsletters, daily diaries, engages in daily discussions and sends text messages and emails as necessary. She provides a comprehensive pack of policies to all parents, together with information about the Early Years Foundation Stage, so that parents have clear information about her provision. Informative development records and photo albums are available to parents at any time and the childminder routinely agrees observations and next steps with parents. She is also proactive in making suggestions to parents to help them support their children's development at home.

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

The childminder provides a welcoming and safe environment where children feel secure and settled. She provides reassurance to children who have recently started their placements, building relationships with them and helping them to feel more confident to explore the environment. Young children show genuine emotional attachments to the childminder as they turn to her for physical comfort and enjoy being close to her.

The childminder manages any behavioural issues through explanations and discussions with children as necessary and works closely in partnership with parents where appropriate. As a result children learn how to behave and interact positively with each other. The childminder supervises young children closely to promote their safety, keeping them within sight and/or hearing at all times. She actively supports older children to play respectfully around younger children to help keep them safe.

The childminder promotes a healthy and active lifestyle in a positive way. Children are able to engage in physical activity and enjoy the fresh air outdoors on a daily basis. The

childminder supervises young children closely while they eat and drink to help keep them safe. She recognises when young children are hungry, providing milk and fruit in accordance with their individual needs. She changes children's nappies as necessary, providing a calm and sensitive routine so that children remain settled during this process.

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

The childminder demonstrates a secure understanding of her responsibility to meet the legal requirements as set out in the Statutory framework for the Early Years Foundation Stage. She is aware of possible symptoms of children at risk and knows what to do if she has concerns. She closely supervises children's access to the internet and actively supports their understanding of internet safety through discussion. She maintains clear risk assessment documents, which help her to provide a safe and secure play environment.

The childminder's observation, assessment and planning process demonstrates that she provides a good range of activities and experiences across all areas of learning. It also shows that the childminder is consistent in her assessment of children so that she can identify those who may need extra support. She is currently studying towards an early years qualification. She states that this is helping her to develop a greater understanding of child development and to think more carefully about communication between herself and parents. The childminder evaluates her practice effectively, paying careful consideration to any weaknesses or issues as they arise and improving her procedures accordingly. She invites parents to contribute their views of her provision through on-going discussion and parent questionnaires. Since registration, she has streamlined paperwork by making greater use of emails to parents to enhance communication further.

The childminder promotes positive partnerships with parents, other settings that children attend and the local school. She talks daily to children's teachers, such as to share observations about their interests and to pass on information to parents.

### **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

<b>Unique reference number</b>	EY468261
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	956313
<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>	4
<b>Number of children on roll</b>	11
<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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