

Inspection date	02/05/2014
Previous inspection date	08/12/2008

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

- Teaching is good and helps children to make progress in the prime areas of learning.
- The childminder has a good knowledge and understanding of how to safeguard children in her care.
- The childminder has good relationships with parents. She shares children's learning and parents contribute what their children can do at home.
- The childminder helps children to feel secure and confident to explore and learn in their surroundings.

It is not yet outstanding because

- The childminder does not provide a range of natural materials for children to actively explore, investigate and makes discoveries.
- The childminder uses observation and assessment effectively to plan for children's next steps; however, there is not a system to track children's progress over the year.

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 the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability, self-evaluation and documents that support the childminder's service.
- The inspector took account of parents views included in recent letters providing feedback to the childminder.

Inspector

Ruth George

Full report

Information about the setting

The childminder registered in 2008. She lives in a village near Witney, with her husband and three children. The childminder uses the whole of the house for childminding. There is a fully enclosed garden available for outdoor play.

The childminder offers care on a daily basis, walks to the local school, and pre-schools to take and collect children. She has five children on roll, three of whom are in the early years age range. The childminder is on the Early Years Register and the voluntary and compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- provide a range of natural materials to enable children to actively explore, investigate and make discoveries in their play
- develop a system to track children's progress and attainment throughout the year.

Inspection judgements

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

The quality of teaching is good. The childminder plans a good range of activities indoors and outdoors to enhance children's learning. She makes good observations with a focus on children's current interests. The childminder records children's achievements and uses these to plan their next steps in learning. All children make good progress in communication, social, emotional and physical development, which are the prime areas of learning.

The childminder organises the environment well. This allows children to access the activities confidently and independently. However, the childminder does not provide a range of natural materials for children to explore, investigate and make discoveries during their play. The childminder skilfully supports children's communication and language skills. She interacts providing a good narrative as children play 'where's the ball gone,' 'there's the ball.' Children imitate words, babble in response, taking part in the conversation and clap each time the ball reappears.

The childminder encourages children's development of early mathematics, supporting their awareness of number names during their play. She skilfully interacts allowing children time to persist through trial and error before helping them to complete a task successfully as

she asks 'where does that one go, try here.'

The childminder broadens children's learning by attending local toddler groups and outings to the park. The childminder supports children to explore and experiment with a wide range of media. Children draw, paint, glue, use a variety of materials and manipulate play dough. These activities help children to hold and use paintbrushes, pens and crayons to make marks, which underpin early writing skills. Regular outings to the park provide opportunities for children to move confidently when playing with balls, climbing and balancing.

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

The childminder provides a nurturing and well-organised environment that supports children to develop independence in their play and self-care. The close relationships between the childminder and the children, contribute to how safe and secure they feel in the childminder's home. She recognises and responds to children needs and prepares them well both physically and emotionally for their next stages in learning.

The childminder offers a positive role model and gives consistent guidelines that support children to manage their behaviour. The childminder teaches children to take charge of their own safety. Children contribute to and understand the house rules. They have positive relationships with each other and the childminder.

The childminder encourages young children to feed themselves and promotes understanding of healthy food. For example, 'is that banana nice? Bananas are good for you.' She plans time to enable children to go to the local park as part of the daily routine. This approach helps children to gain a positive attitude to being outside and supports a healthy lifestyle.

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

The childminder reflects on her practice to drive improvement. She highlights areas for professional development and areas to enhance, to support children's developing skills. The childminder regularly reviews early years newsletters. She uses this information to keep up to date with any statutory changes and uses interesting articles to develop her practice and support children's development.

The childminder has a good understanding of the Early Years Foundation Stage and has robust policies and procedures in place to support her practice. The childminder uses observation and assessment of children effectively to plan for their next steps in learning based on their current achievements and interests. However, she does not yet have a system in place to track children's progress and attainment throughout the year.

Successful engagement between the childminder and parents mean they have a good

knowledge of their children's progress and activities that complement their learning at home. Parents express positively about the time their children spend with the childminder. They comment: 'it is her kindness, calm manner, and ability to manage children positively and with understanding that for me is the key to how brilliant she does her job' and '?. development has definitely been encouraged in the childminder's care, he is confident, sociable and has excellent dexterity, and movement skills.' The childminder demonstrates a secure understanding of the importance of working closely with parents and outside professionals when a child needs additional support.

The childminder's good knowledge of the safeguarding and welfare requirements means she is confident in the procedures to follow to keep children safe. She carries out and documents risk assessments, notes any changes or hazards and acts accordingly. The daily visual checks work effectively to identify and minimise possible hazards to children. The childminder holds an appropriate first aid qualification and understands how to manage minor accidents and injuries to children efficiently.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY369136
Local authority	Oxfordshire
Inspection number	838083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	08/12/2008
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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