

Inspection date	02/05/2014
Previous inspection date	12/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 knows the children well. She knows how young children learn and knows how to promote their learning and development.
- Children's social and emotional needs are well met by the childminder. Relationships are strong, fostering a sense of belonging and ensuring that children are confident and happy learners.
- Children learn through play in a stimulating environment that is safe and secure. They are safeguarded because the childminder is aware of her responsibilities to protect them from harm.
- The childminder makes good use of local amenities and other early years provision to enhance the children's learning experiences.

It is not yet outstanding because

- The outside area is less well developed than indoors, to cover the seven areas of learning.

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 carried out a discussion with the childminder.
- The inspector observed the childminder interacting with children.
- The inspector sought the views of parents through questionnaires and references.
- The inspector examined some records and documentation.

Inspector

Sally Hughes

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and adult daughter in a three-storey town house in the centre of Abingdon. Children use the ground floor of the property for play, and rest or sleep in the lounge on the first floor. There is an enclosed rear garden for outdoor activities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under the age of eight years at any one time, of these, three may be in the early years age range. The childminder currently cares for two children in the early years age group on a full and part-time basis. The childminder works with an assistant.

What the setting needs to do to improve further

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

- develop the garden to include more creative and investigative areas in order to enhance and maximise the children's learning experiences.

Inspection judgements

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

Children are very well-supported and make good progress because the childminder's knowledge of how each child develops and learns is strong. Consequently, the childminder's practice ensures that children are well prepared for future learning in pre-school provision and school. The childminder tracks children's progress in their learning journeys and includes the planning of next steps in their learning. During each child's induction the childminder obtains information from parents about what their child knows and can do, and she uses this effectively to inform initial planning. Parents are then invited to continue to share information about achievements at home. The childminder plans for learning that is tailored to the children's needs. Children enjoy a very good variety of activities in a stimulating play environment. Young children experience the concept of cause and effect as they play with a good range of pop up toys. They enjoy pressing different buttons and shapes to make different doors pop open.

The childminder currently cares for very young children and their personal, social and emotional development is addressed very well. Children are happy, settled and secure. The childminder promotes their independence and self-confidence effectively. She provides a good range of resources and activities so that children can explore their senses. Children enjoy touching the 'shiny' pages of the big book. The childminder interprets the wants and needs of young children extremely well, for example, the sounds and gestures they make when they are becoming hungry and need a snack. Young children are able to

share their feelings through expression, gestures and through some recognisable and developing language. The childminder promotes communication and language development effectively by speaking clearly to the children so that they hear words and can repeat them.

Children's physical development is promoted by the childminder. Young children benefit from a variety of stimulating toys to explore and plenty of space where they can move their bodies freely and safely. The childminder provides the young children with 'touch and feel' board books which help to develop their early literacy skills and good hand to eye coordination. The children go for walks in the local area regularly. In the garden there is a range of equipment to stimulate the children's outdoor learning. There is, a climbing frame, a seesaw, bikes and cars, and an exciting alphabet track on the floor which all enable the children to be active and healthy as they play and learn. However, there are less opportunities outdoors to encourage children's investigation and creativity.

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

Children are happy, settled and secure. The relationship between the childminder and the children is very good. The childminder uses effective positive behaviour management strategies for managing young children's behaviour. The childminder places great importance on manners and is a good role model as she works with children by saying 'please' and 'thank you' when she speaks to them. Children's independence is promoted well because the childminder ensures that resources are easily accessible to them. Resources are interesting and exciting and are chosen to meet the children's learning and development needs well.

Children play in a safe, warm and welcoming environment. Admission information from parents is thorough with regard to each individual's care needs. Good strong communication continues on a daily basis between childminder and the parents and as a result, each child's needs are well met. Children's good health is promoted because the childminder encourages them to be active. They regularly go for local walks and trips. The childminder teaches the children how to keep themselves safe. She promotes high standards of safeguarding when taking the children on local trips. Risk assessments are completed for each visit and she maintains good routines for keeping the children safe when out.

Parents provide healthy food and the childminder addresses food hygiene requirements well to protect children's good health. Children's welfare is addressed effectively because the childminder ensures that the environment is healthy, safe and welcoming.

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

The childminder has a good awareness of her responsibilities with regard to safeguarding children. She is aware of the signs that a child may be at risk of harm and the procedures

to follow if she has concerns. All necessary checks have been completed for family members. The childminder plans and monitors the educational programmes to ensure the children make good progress across the seven areas of learning. She is aware of and addresses the requirements of the Early Years Foundation Stage. The childminder has responded to the areas highlighted for development in the previous inspection. Through self-evaluation, the childminder is aware of strengths in her practice and also her current priorities. Her current priority for development is to construct a mini beast area for children to explore the natural environment. The childminder has undertaken local training to keep up to date with current developments in Early Years. A wide range of resources meet children's different learning needs effectively and are maintained in good condition. Required documentation is kept up to date and in good order.

The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. Parents share their positive views on the child-minder's effective practice. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. The childminder makes good use of other early years provision and local amenities to ensure coherence of care and learning.

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	EY270455
Local authority	Oxfordshire
Inspection number	814618
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12/03/2012
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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