

Inspection date

25/04/2014

Previous inspection date

07/01/2013

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 children learn and develop. She completes regular observations and assessments, and identifies their next steps in learning. She understands children's interests and individual needs and plans for these effectively.
- The childminder offers children a wide range of stimulating, age appropriate activities, resources and equipment within an enabling environment to effectively promote children's learning and development across all areas of learning.
- Children are prepared well for school and the next steps in their learning, through practical activities and daily routines that help to develop their independence and self-care skills.
- The childminder acts as a very good role model, speaking to children kindly, with affection and respect. As all children are settled, confident and behave very well.
- The childminder has a very clear understanding of her role to keep children safe and has effective strategies in place to do so.

It is not yet outstanding because

- There are no formally planned opportunities for parents to contribute to the childminder's assessment of their children's initial starting points.

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 inspectors observed children involved in activities in the garden and downstairs rooms.
- The inspectors looked at a range of documentation including the children's observation records, a selection of policies and children's records.
- The inspectors spoke with the childminder at appropriate times throughout the observations.
- The inspectors also took account of the views of one parent through the parent detailing their feedback on the provision. They also scrutinised three feedback sheets provided by parents.

Inspector

Carla Roberts

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and son in Wheatley, Oxfordshire. The home is within easy travelling distance of local schools, shops and parks. Childminding takes place on the whole of the ground floor of the home with bedrooms for daytime rest if required. There is an enclosed garden for outdoor play. The family has four dogs and two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for eleven children in the early years age range and three older children. 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:

- improve the ways in which parents can share what they know about their child's development and learning to give a clearer picture at the initial assessment.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She effectively plans activities which take into account children's individual needs and interests, providing a good balance of adult-led and child-initiated experiences. The childminder plans flexible activities to meet children's needs and individual choices, for example on the day of the inspection she delayed a planned creative activity for later on in the day. This was so that children could take advantage of the good weather and benefit from outdoor play. Overall she has a clear understanding of children's backgrounds and their starting points by undertaking initial observational assessments when they start. Her regular ongoing observations show the progress the children are making across all areas of their learning and development.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary is promoted well due to the sensitive and highly positive interactions between the childminder and children. The childminder gets down onto the floor level to play with the young children and actively encourages them in their play. A wide range of stimulating toys and resources are provided for the children, which they were observed engaging with during the inspection. The childminder makes sure children can choose what they want to play with as equipment is easily available to them in low-level storage units inside the house and laid out invitingly in the outside area. Children clearly enjoy their time at the setting, benefitting from the warm and caring manner of the childminder and her assistant and feel confident in their surroundings. Children's personal,

social and emotional skills are consistently developed as they play well together during activities. In addition, children can also take time alone to pursue their own interests. Children are actively encouraged to feed their ideas and imaginations through the resources available and skilled adult interactions with them. The childminder engages effectively during a child-initiated role play activity and extends their imaginative ideas. For example, when children are playing at being firefighters, she runs with them to help them put the 'fires' out and finds further resources to help them with their activity.

The childminder has a strong partnership with the parents and ensures they are involved in their children's learning and development by discussing their child's daily progress and achievements at pick up time. Although parents do not formally contribute to initial assessments, they are kept fully informed about their child's progress on a daily basis. The childminder has well-established partnerships with other early years providers sharing the care of children, which consequently supports children's continuous development when they attend other settings. Children are making good and consistent progress.

The childminder encourages children to be independent and well prepared for school or the next steps in their learning, through practical activities and daily routines that help to develop their independence and self-care skills. Children are learning to use the toilet and dress themselves in coats and shoes for outside play. They are gently encouraged to blow their own noses with a tissue and to wash their hands before lunch and she teaches them why they need to do so. The childminder supports children in the acquisition of their communication and language skills as well as their physical development. As a result they are building upon the important skills they will use in the future. For example, children register themselves into the setting by selecting a card with their name on and placing it into a plastic sleeve, as part of the daily routine and by observing the motion of the windmill on the outside play house discuss and record the observed weather. The childminder engages children in making their own mini pizza's for lunch. She enables children to spread tomato ketchup onto pizza bases and select and chop their own toppings. The childminder challenges and extends children's learning by encouraging them to make their own choices and explain their likes and dislikes. She adapts activities to make sure all ages of children are able to learn from them, giving more direct help to younger children to make sure they feel fully included.

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

The childminder and her assistant interact with the children very well. They successfully support the children's self-confidence, by meeting their needs and following their individual daily routines. Consequently, all children are happy, settled and at ease in her care. The childminder enhances children's learning well, as she and her assistant participate in their play, supporting their needs, likes and interests with readily accessible toys and resources. Children confidently explore the environment and interact well with the childminder, her assistant and other children as they play and share toys. For example, during the inspection children were observed playing co-operatively constructing a toy train track together. The childminder only helped when needed, teaching children to solve problems for themselves. She taught children basic maths concepts by encouraging them to understand the shapes the train tracks make as they curve around the room.

Children of all ages develop strong attachments to the childminder and feel confident approaching her for cuddles and ask questions when needed. Children behave well as the childminder gives each child a good amount of attention. This, along with a good range of effective praise and encouragement strategies successfully develops the children's positive self-esteem and confidence. The childminder teaches children a sense of responsibility and as a result, they willingly tidy up before lunch and enthusiastically help the childminder at lunch time to lay the table.

Children's safety is promoted effectively and good systems are in place to ensure the home remains secure and that children are supervised at all times. The childminder has put good strategies in place to help keep children safe. For example there are stair gates in place to prevent children from accessing the stairs and kitchen, and fire drills are regularly practised and recorded. The childminder has an effective system in place to assess risks to children's safety in the setting overall and reviews these regularly. The childminder makes sure that children play in a suitable environment by making sure her home and garden are clean and well maintained.

Children learn about healthy food choices as they are offered balanced and varied snacks and meals with menu plans alternating on a two weekly rolling basis. Fresh drinking water is available to children at all times to teach children the importance of drinking water regularly. The childminder has effective systems in place to manage children's individual health needs as all children have their own individual sheets where parents can record any dietary requirements, health needs and medication. The childminder acts as a very good role model, speaking to children kindly, with affection and respect and consequently children behave well. The childminder helps children to learn skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each other. Children access the outdoors in all weathers to have regular fresh air and exercise. Children enjoy playing in the garden and have daily opportunities to run around and play with the many resources.

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

The childminder has an extremely secure understanding of safeguarding and her responsibilities to protect children. She knows the procedures and action to follow if she was concerned about a child's welfare or if an allegation was made against herself or any member of the household, and is exceptionally clear that she would take prompt action to protect children in her care. The childminder has a good quality and comprehensive range of written policies and procedures in place which also protects children. These are supported by accurate and well maintained records of children's attendance, accidents and medication which are used successfully to support children's welfare. The childminder and other household members are suitably vetted and she is clear on ensuring that children are not left unsupervised with anyone other than herself or her assistant at any time.

The childminder effectively assesses children's achievements and records observational assessments as they progress towards the early learning goals. However, there are no formally planned opportunities for parents to contribute to initial assessments, in order to

help the childminder maximise children's progress. The childminder regularly reviews and reflects upon her practice, in order to make continuous improvement, promote her professional development and enhance the quality of the provision offered to the children. Parents contribute to the childminder's self-evaluation process, through informal on-going discussion and by completing written questionnaires. The childminder has identified and engaged in targeted training to support her own professional development. For example, she has updated her food safety training, and is nearing completion of a National Vocational Qualification at level 3.

The childminder has an extremely positive relationship with parents and works closely with them ensuring that all parents receive verbal communication at the end of the day, informing them of their child's well-being, progress and achievements. For the younger children up to the age of one year, she offers daily diaries to aid two-way communication with parents. She records information about the child's day, for example, nappy changes; amounts of milk consumed and sleep patterns. This keeps parents informed about their child's day and routine. Parents are extremely positive about the care their children receive. The childminder has established professional partnerships with children's key persons at other early years settings. She shares information and regular updates as to the children's stages of development to ensure continuity of care and learning. Therefore, overall, children are making good progress and are developing securely within the typical range for their age groups.

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	EY301682
Local authority	Oxfordshire
Inspection number	968365
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	07/01/2013
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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