

Inspection date

20/05/2014

Previous inspection date

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 well-resourced learning environment where children make decisions about their play, which encourages them to become active in their learning.
- Children demonstrate that they are happy and secure because they have developed close relationships with the childminder. This underpins their positive, stimulating experiences in the setting and consequently, they make good progress toward the early learning goals.
- The childminder promotes children's communication skills well because she understands how children learn. She spends time talking to children, encouraging effective development of their vocabulary and language skills.

It is not yet outstanding because

- The childminder at times does not allow some younger children opportunities to develop their growing independence, for example, at lunchtime so they learn to feed themselves.

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 the children during activities both inside the house and in the garden area.
- The inspector discussed aspects of the childminder's practice with her at appropriate times during the inspection.
- The inspector viewed all relevant documentation provided including, the children's planning, observation and assessment records.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2013. She lives in Witney, Oxfordshire, with her husband and two young children, on a residential road close to the centre of Witney. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder uses the whole ground floor for childminding. There is a fully enclosed garden available for the children's outdoor play. The family have guinea pigs as pets. She is able to walk to the local school and other early years facilities to take and collect children. The childminder currently cares for two children who attend on a full time basis.

What the setting needs to do to improve further

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

- promote all children's growing independence as they are beginning to learn to do things for themselves, particularly for children who are dependent upon adult support

Inspection judgements

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

Children are making good progress towards the early learning goals given their starting points. The childminder gathers this information from parents, and builds on it by completing initial observations of children as they play. As a result, the childminder clearly identifies what children can already do. The childminder takes photographs of the children as they play and completes ongoing written observations, which clearly link to the Early Years Foundation Stage, providing a journal of children's continuing achievements. The assessments of children's learning and development are accurate and clearly demonstrate the progress that they are making, highlighting the next steps in their learning. As a result, children are making good progress and gaining the skills necessary for their future stage of learning. Planning takes into account the needs and interests of all children and the childminder ensures that the next steps in their learning are effectively and quickly supported. She does this by providing a range of interesting and challenging experiences and activities. For example, as young children play with jelly in a tray, the childminder successfully enhances their learning by talking to them about what the jelly smells and feels like, helping to develop their language skills as she introduces new words into their vocabulary.

The childminder fosters children's physical development well through providing them with free access to the outdoor environment. Children benefit from a range of climbing equipment, wheeled toys and natural resources to further develop their physical skills.

They dig and explore in the mud garden, load jelly into dumper trucks, use steps to climb up the slide and have a wonderful game of peek-a-boo as they hide out in the tepee in the garden. Children receive consistent praise for their achievements, for example, when they repeat and remember new words or very young children and babies are learning to walk. Children are developing an understanding and awareness of the world around them and their place in it. For example, the childminder encourages children to care for others including pets, she provides a range of toys and resources, which children access daily that reflects and promotes positive images. The childminder encourages young children to select and engage in their own chosen activities and is on hand to support them as needed. However, there are times when she does not always allow babies to start to develop their growing independence, for example by providing utensils for them to experiment with and try to feed themselves.

The childminder and parents share children's progress with each other and both implement effective techniques to support children in their development. This ensures they can closely monitor children's progress so children continue to achieve and make good progress in their learning. Partnerships with parents are good. The childminder actively involves parents in their children's learning on a regular basis. For example, parents contribute to their child's daily diary by adding comments and observations from home. They receive regular progress reports from the childminder, which promotes a shared learning approach between the home and setting. The childminder is aware of the need to implement the progress check for two-year-old children, which she will discuss and share with parents.

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

Positive behaviour is encouraged by the childminder. She uses effective techniques to ensure that children clearly understand what is acceptable. For example, she gives clear explanations about the need to share. She sets definite boundaries, which she implements effectively and consistently so young children are beginning to learn right from wrong. Children are very happy and settle easily in the setting because they feel safe and secure. The childminder has a strong bond and secure attachments with all of the children in her care. She knows the children well, therefore, she is able to effectively meet their individual needs and routines; for example children eat and rest according to their individual needs and routine from home. Children are confident to initiate their play areas independently and do many things for themselves. For example, the childminder actively encourages children to choose their own resources to play with and confidently run between the house and the garden as they decide what they want to do next.

Children are safe and secure in the childminder's care. The childminder implements robust policies and procedures, and daily safety checks to ensure all risks are minimised and children are safe. For example, external doors are secure and the childminder conducts regular checks on sleeping children to ensure their safety. Children learn how to keep themselves safe because the childminder teaches them to walk up the steps and come down the slide. They are beginning to learn about the importance of taking part in regular fire evacuation procedures. As a result of these effective procedures, children's safety and

well-being is secured.

Children benefit from a welcoming and well-organised homely environment where they have access to a wide range of good quality resources. Children enjoy outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks, to extend the options for physical play so that children benefit from fresh air and exercise. The childminder promotes children's health very well. She helps children to make associations with good practice, for example, wiping runny noses when necessary and washing hands before meals. The childminder takes the necessary steps to prevent the spread of infection and appropriate action when children are ill. Children have a good choice of healthy snacks and she encourages parents to provide lunch boxes that contain food that is nutritious and well balanced. Therefore, children learn about the importance of eating healthy. Drinks are to hand at all times, which helps prevent children from becoming thirsty.

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

The childminder has a good knowledge of the Early Years Foundation Stage. She works hard to ensure that she implements it in her practice through accurate and precise observations and assessments of children as they play. The childminder has a good understanding of how children learn and uses this information to identify and support each child's development. She is clear about her role and responsibility in delivering the learning and development requirements, which she does successfully. The childminder is committed to improving her knowledge and regularly attends training events to further develop her skills. As a result, children are making good progress towards the early learning goals.

The childminder is secure in her knowledge for protecting and safeguarding children and knows the procedure to follow should she have any concerns about a child in her care. She ensures Ofsted carry out the required checks on adults in the home to ensure that they are suitable, and that she suitably supervises children at all times. This further safeguards children. The childminder implements detailed and robust policies and procedures to ensure she keeps children safe from harm. Risk assessments are thorough and ensure that children are safe within the setting and when on outings. This helps to secure children's safety and well-being.

The childminder recognises the importance of building close links with parents and carers. Parents are encouraged to contribute to the review process through daily discussions. They regularly share information so together with the childminder they can consistently meet children's individual needs. The childminder understands the importance of effective communication with staff at the other settings that children may attend to fully compliment children's learning.

The childminder is proactive in seeking out further training and keeps up to date with relevant childcare literature. She demonstrates a professional and enthusiastic approach to

her role and a strong commitment to improvement. She robustly monitors and evaluates her provision and has begun to clearly identify areas for improvement. This helps her to continue to provide children with activities that interest and challenge them, and extend their learning. The childminder is keen to ensure she offers good quality care and learning for all children and strives to continually improve her practice.

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	EY468594
Local authority	Oxfordshire
Inspection number	942464
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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