

## Inspection date

Previous inspection date

04/06/2014

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 interacts effectively with children so that they feel safe, secure and welcome.
- Children are progressing well in their learning because the childminder demonstrates a good understanding of their needs.
- Children take part in a wide variety of creative activities that encourage them to express their ideas and imagination.
- The childminder establishes strong joint working with parents and other providers of childcare. This means children receive consistently good levels of support to their development.

### It is not yet outstanding because

- Children do not have a wide range of activities and resources to stimulate their early interest and understanding of how to use technology in play and learning.
- There are fewer opportunities for children to see numerals as they play to reinforce their recognition of number names.

## 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 compulsory part 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 home and garden.
- The inspector sampled a range of documentation including children's assessment records and the provider's self-evaluation form.
- The inspector took into account the views of parents.
- The inspector had discussions with the childminder at appropriate times.

## Inspector

Jill Milton

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and two children in Wantage, Oxfordshire. The home is within easy travelling distance of local schools and nurseries. Childminding takes place on the ground floor of the home and there is an enclosed garden for outdoor play. The family has three cats. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She currently cares for four children in the early years age group and one older child.

### What the setting needs to do to improve further

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

- extend the range of experiences for children to develop interest and skills at using technology
- provide more effective support to children to help them recognise and learn the names of numbers.

### Inspection judgements

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

The childminder interacts well with children and develops strong bonds with them. Her positive outlook encourages children to take part in the wide variety of activities. As a result, children develop a good attitude to early learning through their play, standing them in good stead for nursery and school. Children play sociably in their small group. They learn about the diversity of the world by celebrating festivals from cultures different to their own. The childminder focuses effectively on supporting children's communication and language skills. She encourages them to express opinions using words and she speaks clearly to them. Children are familiar with a range of well-known nursery rhymes. The childminder makes good use of props such as felt toys and knitted finger puppets to illustrate songs and stories. Children who are just learning to talk feel included as they copy the sounds of animals in songs like 'Old Macdonald's Farm'.

The childminder plans a wide range of interesting outings so that children have variety to the week. They take part, for example, in helping to choose fruit and vegetables from the town market. The children are excited to travel by bus to local venues where they can play outdoors and learn about birds and animals. In the summer, children observe changes in the natural world as they watch eggs develop into stick insects. Children make models from recycled materials and they are able to progress well with most aspects of their understanding of the world. However, they currently lack a good selection of resources to

foster their interest in technology. The childminder is very good at providing children with a variety of materials for them to express their creativity. She is aware of the importance of providing younger children with lots of play that enables them to explore textures. Children thoroughly enjoy using soft feathers and coloured sequins to make collages. They concentrate well as they carefully sprinkle glitter onto their pictures and they are proud of the results. Children receive good support as they play imaginative games with teacups. The childminder becomes involved in the games to extend language skills and increase the sense of fun.

Children visit the library with the childminder and they access a colourful selection of books in the home. They develop an early interest in making marks using paint and crayons. The childminder extends early learning to the garden where children use chalks to explore mark making on paving stones. Children make good progress with their coordination and dexterity as they build towers with bricks or carefully feed themselves. The childminder uses spontaneous moments during play to introduce early mathematical language. She encourages children to count and to recognise shapes. Outdoors, they play with sand and water to explore volume and capacity. There are some toys and books to show numerals, although they are not always clearly on view to help children learn some number names.

The childminder monitors the children's progress well. She makes regular observations of their play and links what she sees to the different areas of learning. The childminder cross-references the information against development charts so that she can confidently identify any gaps in children's learning. She shares information about the children's progress with parents to help them feel involved in the children's achievements. The childminder interacts well with others caring for the same children in order to support children's individual needs. As a result, children are making good progress in her care.

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

Children settle well with the childminder and benefit from her care and attention. The childminder builds up a good understanding of the children's needs from her regular discussions with parents. She works out sensible strategies with parents with regard to issues such as behaviour management. This helps to provide children with consistent messages. Children respond well to the childminder's gentle guidance on how to behave. They show politeness and are learning to add a please or thank you to their interactions with each other. The childminder uses simple explanations when actions are not desirable so children become aware of the consequences. The pleasant atmosphere the childminder creates supports children's social and emotional development effectively. They are preparing well for later nursery and school life.

Children are familiar with the routine of the day so that they feel secure and safe with what is happening. Those who need it, have a regular daytime sleep after lunch to refresh their energy. Children are keen to play outdoors and eagerly gather the bats and balls for physical activity outside. The childminder provides encouragement to the children when

they do well, for example with kicking a ball. Her positive feedback helps children to feel motivated about their growing physical skills. The childminder takes children on regular trips to parks and soft play centres since she is keen to promote active play. Children gain useful skills in taking care of themselves. They fetch their own shoes for outdoor play and know that hands need washing before snack time. Children enjoy fresh fruit snacks and learn about healthy eating by helping to grow vegetables. The childminder works closely with parents to meet the children's health requirements. She uses an informative daily diary to exchange helpful details of the children's care during the day.

Children move around the ground floor of the childminder's home and garden with confidence. Overall, the childminder uses the space and resources effectively to provide variety during the day. She thinks about how to display toys so that children can select items for themselves. Children are able to follow their own interests and this establishes a good attitude to learning for later school life.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She adopts a sensible approach to risk assessment to provide a safe environment for the children. The childminder uses safety equipment, such as finger guards on doors, to minimise the risk of accidents. She explains to the children why some actions may not be safe, so that they learn to look after themselves and others. The childminder has good procedures in place to share information with parents about children's health and well-being. She also demonstrates a competent understanding of how to safeguard children. The childminder is aware of what steps to take to alert the necessary authorities if she has concerns for the welfare of a child. The childminder keeps a record of visitors to her home and she provides close supervision of the children as they play. She maintains a clean home and undertakes training in areas such as food hygiene awareness to learn how to safeguard health.

The childminder is able to accurately reflect on her work and identify target areas for improvement. She is well organised and keeps neatly arranged policies and records to share with parents. The childminder links with others in her community to share good practice and she demonstrates a positive attitude to extending her skills. A recent invite for her to demonstrate a craft activity at a group provides her with a boost to her professional development. The childminder is using successful methods to monitor the children's progress. She is aware that she will need to prepare progress checks for two-year-olds when the time arrives.

The childminder builds effective partnerships with parents. She displays helpful information for them and provides frequent feedback about their children's development. Parents provide very encouraging comments about the standards of care, referring to the childminder's good communication skills. They report their children are 'treated with kindness and patience' and children 'feel safe and happy, and encouraged to grow and develop in their own way'. The childminder demonstrates a good understanding of

working closely with other providers of childcare. She shares information with them about children's care and learning needs. This helps to establish effective continuity of care for children. Parents comment on how valuable they find this joint working so that they feel well informed about all parts of their child's day.

### **The Childcare Register**

The requirements for the compulsory 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>	EY471968
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	949824
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

