

<b>Inspection date</b>	05/06/2014
Previous inspection date	13/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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**

- Effective teaching helps children to learn about their world. The childminder makes good use of her garden and smallholding.
- The childminder skilfully enhances children's growing imaginations providing effective support to extend their learning.
- The childminder provides a wealth of opportunities for children to develop an excellent attitude to being outside. As a result, they enjoy a healthy lifestyle.
- The childminder supports children sensitively, which helps children to feel safe and secure. Consequently, they are confident and becoming independent learners.

#### **It is not yet outstanding because**

- Systems of monitoring children's progress are not fully developed.

## 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 discussed these with the childminder.
- The inspector observed activities outdoors and at the childminder's smallholding and discussed these with the childminder.
- The inspector viewed the childminder's self-evaluation form and areas identified for improvement.
- The inspector looked at a selection of relevant documents.

## Inspector

Ruth George

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Chipping Norton, Oxfordshire. The whole of her home is available to care for children, however in practice most care takes place downstairs. There is a garden for outdoor play. The family have two dogs, one cat and tropical fish. The childminder offers care all year round, she takes and collects children from the local school, pre-school and nursery.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll under eight years. The childminder also cares for children over the age of eight years. The childminder holds a childcare qualification at level 2.

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

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

- enhance processes to monitor children's progress and attainment over time.

## Inspection judgements

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

The childminder provides a warm and friendly environment in which children are happy and engaged in their play. Teaching is good as the childminder provides a rich learning environment that allows children to lead their own play and initiate their own ideas. The childminder enhances children's play and guides their learning and development. The childminder observes and assesses children's development and effectively plans for their next steps in learning. The childminder can confidently describe how children are making good progress in relation to their starting points. However, systems to monitor children's ongoing progress are not yet effective. The childminder is currently reviewing documents to use for assessment of children in their second year when these are required.

The childminder uses the outdoor environment to provide a wealth of experiences to support children's learning in all areas. She encourages children's exploratory play with skilful interaction to support their developing imaginations. For example, children express a wish to make a sparkly world. The childminder asks what ingredients they will need to make their world sparkle. Children are engrossed in their play, they experiment to create different effects. They mix glitter with water to paint cars and mix glitter into the sand and wood chips to make a sparkly zoo.

The childminder provides a very good narrative to support children's developing communication and language. She introduces new words and asks questions to help

children respond with their own ideas. Consequently, children express themselves confidently. The childminder plans a range of creative activities, such as drawing and painting. These activities support children's early mark making and help them to develop the skills for writing in preparation for school.

Effective teaching supports children to learn about their world. Younger children enjoy the opportunity to visit the childminder's smallholding and feed the lambs. She teaches children that the lambs bleat when they are hungry. She reminds the children to hold the bottles tight because the lambs suck hard. The children learn to keep the bottles up so the lambs do not suck in air, as it gives them tummy ache. The childminder introduces children to a wealth of mathematical language, such as how fast the lambs are drinking and how much milk is left. The children closely observe the lambs during feeding, learning that they require regular feeds for growth.

The childminder makes good use of the local community to broaden the older children's learning experiences. They have good opportunities to develop their physical skills. For example, through visits to the childminder's smallholding where they learn to pitch a tent, build dens, climb trees and fish. The childminder takes the younger children to the local children's centre and to singing sessions. These activities enable more opportunities for the children to develop their social skills and language acquisition.

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

The childminder has very good relationships with the children. She works well with parents to support children to settle in and engages parents in their children's learning and development. Parents feel that their children 'settled in really quickly, love going singing and seeing the animals,' and 'have lots of fun and stimulation and are safely cared for.' These good relationships help promote children's self-confidence and make them feel safe and secure. Feedback from the older children describes the things they enjoy with the childminder. For example, they enjoy 'holding the animals and spending time with them' and the 'trampoline and climbing trees.' The childminder supports children sensitively while they play. As a result, they are becoming independent in their choices of play and confident to express themselves.

The childminder plans very good opportunities to promote children's early understanding of a healthy lifestyle. She makes plans daily for children to spend time outside both in the garden and at the smallholding. They thoroughly enjoy their walks in the local community gaining a positive attitude to being outside in the fresh air. The childminder supports children to have a positive approach to food. She encourages them to try healthy snacks, such as satsuma, grapes and banana. The childminder encourages children to wash their hands after playing in the garden and after contact with animals. She provides soap and paper towels within easy reach to support their independence. Consequently, this supports children to manage their personal hygiene and develop the self-care skills for their next stage in learning.

The childminder supports children to manage their behaviour well. She teaches the

children to understand and cooperate with some boundaries. This good support helps them learn how to get along together and share toys. The childminder has a good knowledge and understanding of how to keep children safe from harm. She teaches the children how to cross the road by looking and listening for cars and that they must wear sun hats in hot weather. She teaches the older children about stranger danger and they understand that not all people are safe to be round. Therefore, children learn to keep themselves safe. The childminder provides the children with opportunities to take risks by safely supervising them as they play. For example, as they climb up onto a fence to watch for pooh sticks to appear from under a bridge.

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

The childminder has a good knowledge of child development and the requirements of the Early Years Foundation Stage. The childminder has good relationships with the parents. They have daily chats with the childminder at the beginning and end of the day to share news. The childminder understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity of care. She has a professional relationship with the local school and pre-school, which helps children to move confidently between the settings.

The childminder uses self-evaluation effectively to drive improvement. This reflection ensures a focus on training to enhance her practice and as a result, teaching helps children make good progress in their learning and development. The childminder effectively plans for individual children's next steps in learning based on her observations and assessments. However, there is scope to enhance the process of monitoring children's progress throughout the year.

The childminder implements written policies and procedures to support her practice to safeguard children, which she implements. The childminder demonstrates a good knowledge and understanding of how to keep children safe from harm; and knows how to recognise and report any child protection concerns. The childminder holds an appropriate first aid qualification and understands how to manage minor accidents and injuries to children efficiently. She has all required records and documentation in place, and makes effective use of risk assessment to minimise accidents within her home and outside.

### **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

<b>Unique reference number</b>	EY303710
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	814892
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/10/2008
<b>Telephone number</b>	

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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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