

Inspection date	09/06/2014
Previous inspection date	27/07/2011

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

- Relationships between the childminder and children are strong and secure, which means children are confident and active learners.
- The childminder has strong links with the local school and playgroups, which promotes continuity in children's care and learning needs.
- The childminder has a good range of indoor resources to meet the learning needs of all children.
- Children make good progress because of the positive support and encouragement they receive from the childminder.
- The childminder attends further training to enhance her practice and improve outcomes for children.

It is not yet outstanding because

- Children do not always have regular opportunities to be creative and explore different mediums and materials outdoors.

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 children's activities inside and outdoors.
- The inspector undertook a joint observation with the childminder.
- The inspector held discussions with the childminder.
- The inspector read letters and notes to the childminder from parents and children.
- The inspector scrutinised a ranged of relevant documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband and two adult children, on the edge of a residential estate in Bicester. Minded children use the ground floor of the property and 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. The childminder currently looks after nine children, including three who are in the early year's age group. All children attend on a part time basis.

What the setting needs to do to improve further

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

- extend children's learning outdoors by providing resources to encourage their creativity and interest in the world around them.

Inspection judgements

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

The childminder provides a good variety of resources to cover all ages and stages of children's learning and development indoors. Children freely choose toys and activities they would like to play with. The childminder considers children's interests and enjoyment to ensure that when they achieve or work hard at something, for example, a construction model, she makes sure they are available the following day. This helps children to build on what they can already do and build on newly learnt skills. As a result of this, children are happy and engaged whilst making progress in their learning and development.

The childminder regularly observes children in their learning and development. She records these observations and includes pictures children make, photographs of them at play and typed accounts of the learning. These form the children's learning journey folders. Every three months, the childminder summarises each child's progress. She sends the folders home with parents to share in their children's learning and development. The learning journeys clearly show the good progress children make.

The childminder shows an awareness of how to differentiate each activity to suit the children's needs, for example different size building bricks for younger and older children to build towers. She praises children when they complete activities and this boosts children's self-esteem. The childminder models play to children to teach them how to use their imagination with resources such as, dolls, pretend food and toy people. She talks to the dolls as if they were real, asking if it is hungry. This encourages children to mirror her actions in their own play and act out familiar and new experiences.

There are numerous resources for physical outdoor play, such as, seesaws, balls and hoops, which encourage children to play outside happily. The childminder consistently interacts with children to engage and challenge them in play, for example, throwing beanbags into a bowl in the garden. This helps to promote children's physical development as they gain control and coordination of their bodies.

The childminder uses lots of language and singing with children during the day, which promotes their communication and language development. She shares familiar books with children to extend their vocabulary. For example, after looking at books children sit by themselves and repeat words they have learnt such as 'yum yum' and 'hat'. They develop an interest in books as they choose stories for the childminder to read to them.

The childminder provides a wide variety of art and craft materials and mediums for children to explore and be creative indoors. These are all easily accessible for children to help themselves to. This gives the children a wealth of choice when expressing themselves creatively through art and design. However, the childminder does not regularly provide creative and exploratory experiences for children to investigate outside, such as sand and water so they are able to develop their skills to build, experiment and explore outdoors. The childminder uses everyday play and experiences to teach children about nature. For example, they plant beans and peppers and watch them grow, and when they are ready, they take them home to eat. The childminder supports children to explore the outdoor environment and teaches them about the bugs they find in the garden. She extends this through books and craft activities indoors to consolidate their learning. Children enjoy walks around the local area to ponds and parks. As a result, they discover more nature and the community around them.

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

The childminder has strong relationships with the children and knows their needs and preferences well. This means children are secure and happy in their environment. They play independently and with the childminder throughout the day. For example, children build towers and then giggle as the childminder drives a toy car they have made together. The childminder effectively teaches children to become more independent to build their readiness for school. The children learn to do zips on clothing, dress themselves and put their own shoes on. As new children join the childminder, she shares and records information about daily routines, interests and current needs with parents. As children settle, she tailors her feedback to suit parents' needs either verbally or in writing. The childminder communicates throughout the day with parents, when necessary via telephone. For example, if children become unwell. Letters and notes from parents and children thank the childminder for her care. Parents write references about the impact the childminder has had on their child's readiness for school, for example, learning to count. Older children write letters thanking her in their own words.

The childminder follows familiar routines from home with children, which makes them secure and calm, and willing to try new activities. She follows children's routine nap times and periods of rest, with appropriate equipment available to support them so they are

comfortable. The childminder gives children choice by providing ample resources and time to play. The environment is safe and welcoming. The living room is spacious for children to play on the carpet and engage in craft activities at the table. Children access a back room where the childminder stores and organises the resources. All storage boxes are stored safely at low level in clear containers so that children can see and choose what they would like to play with. The childminder notices when children begin to lose interest and offers other resources and activities when necessary. This holds children's concentration span well and children are happy. Children behave well through positive encouragement and language from the childminder, which helps them to adapt their behaviour and consider each other's needs.

The childminder promotes children's health and safety well. The garden is safely enclosed and spacious with a grassed and paved area. The childminder encourages children to take small risks and challenge themselves, which builds their confidence and independence. For example, young children attempt to come down the steps in the garden by themselves with the childminder close by. She offers praise and encouragement, which inspires children to continue and successfully achieve with a big smile. The childminder provides children with healthy snacks such as, fruit segments and raisins, and drinks of water. Parents provide lunch boxes for their children each day. The childminder teaches children about hygiene as she encourages them to wash their hands before meals.

The childminder has on-going links with the local school and knows the teachers well. She passes information between the school and parents. For example, remembering to take objects in to school for their show and tell sessions. The childminder meets other childminders at local groups to develop strong networks and provide children with social activities with other children of similar ages.

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

The childminder has effective policies and procedures in place to support her in meeting the welfare and safeguarding requirements of the Early Years Foundation Stage. She records all accidents and any medication she administers to children, gaining parent's written permission beforehand. Parents sign permission slips to allow the childminder to seek emergency medical assistance if and when necessary. There is a safeguarding policy in place, which the childminder shares with parents so they are aware of her responsibility to safeguard their children. The childminder shows strong knowledge of what to do if she suspects abuse, who to seek advice from and who she should report her concerns to. She is aware of the types of abuse and the signs and symptoms to look out for. The childminder uses a camera to take photographs of children for observation purposes only and seeks permission from parents to do so. She does not post photographs on the internet and children do not have free access to the internet. This helps to further support children's welfare. The childminder has a complaints policy in place and shows strong awareness of the procedures to follow if she should receive a complaint or concern. She records the attendance of children each day, including drop off and collection times for the security and safety of the children. The childminder ensures the environment is safe for

the children and as a result, children play confidently in the areas they can access. Risk assessments are in place, which the childminder reviews every six months or immediately if a risk becomes apparent.

The childminder has a good understanding of how to promote children's learning and development. She monitors and adapts her educational programmes to meet children's learning needs. Her planning is flexible each week to build upon children's interests and previous learning, for example, painting butterfly pictures after discussing caterpillars the previous week. She regularly collects photographic observations, artwork and written records of what children learn and achieve. This builds a collection of observations that the childminder assesses in her three monthly summaries. These provide an overall picture of the good progress children make in their learning and development. This provides parents with key information about what their children learn so they can support this at home. It also means the childminder is able to work successfully with other early years settings that children attend to share accurate information about children's learning and development.

The childminder evaluates her practice to make improvements, for example, since her last Ofsted inspection, she has attended a course on observation and planning to enhance her own practice. She now uses the learning journeys to record observations and assessment on each child. As a result, she can confidently see how children are progressing to plan for their next steps in learning and share this information with parents. The childminder has ideas of what she wants to develop next to continue to develop her service and outcomes for children. The childminder holds all up to date relevant qualifications in childminding, safeguarding and first aid. She displays her up-to-date insurance, qualifications and first aid certificates in full view for all parents and visitors to see. She has attended food hygiene training and other courses to further develop her knowledge and service.

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	507090
Local authority	Oxfordshire
Inspection number	846821
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/07/2011
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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