

Inspection date

Previous inspection date

11/06/2014

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 provides a stimulating learning environment both indoors and outdoors that covers most areas of learning very successfully.
- The childminder uses high quality interactions to effectively engage children in learning, to promote their communication skills successfully and to build positive relationships.
- Children are making good progress from their starting points. The childminder monitors their development successfully and carefully plans for their individual needs.
- Children relish their time with the childminder showing high levels of concentration and interest in play activities.

It is not yet outstanding because

- There are few resources and activities reflecting people with disabilities to broaden children's awareness of diversity.
- The childminder does not routinely provide resources and activities using information and communication technology to help children learn how to retrieve information from computers.

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 both indoors and outside.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the childminder's training certificates and self-evaluation notes.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2013. She lives in Bicester, Oxfordshire, with her husband and three children. She uses the ground floor of her home for childminding. There is an enclosed garden available for outdoor play. Access to the home includes a step into the front door. The childminder is registered on the Early Years Register and is caring for four children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for one older child. She offers care on weekdays, including out of school care. She walks or drives to local schools and other early years facilities to take and collect children.

What the setting needs to do to improve further

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

- develop resources and activities reflecting people with disabilities in order to broaden children's awareness of diversity
- extend resources and activities using information and communication technology so that children learn how to retrieve information from computers.

Inspection judgements

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

Children relish their time with the childminder, showing enthusiasm for learning and good levels of concentration. The childminder plans activities successfully to reflect children's interests and to engage their curiosity. Children become fascinated looking for insects in the garden as the childminder plans this activity thoughtfully. The childminder introduces the activity by reminding children about the insects they found with older children the day before and by using a range of labelled pictures as reference. The childminder provides high-quality interactions and is successful in maintaining children's focus and introducing new vocabulary. Children repeat words readily and babble happily showing progress in imitating words and sounds. Children develop their observational skills as they begin to match pictures to the insects they find. The childminder provides a stimulating learning environment both indoors and outdoors, making particularly good use of the garden. Children enthusiastically practise kicking and throwing a football or rocking a seesaw with good support from the childminder, which enhances their coordination of different movements. They learn to make marks by swirling their fingers in sand at the bottom of a water tray as the childminder shows them how to do this. They enjoy books read with great enthusiasm by the childminder, which successfully promotes their early literacy skills. They learn to count as the childminder uses everyday opportunities to support these

skills, such as counting the petals on a daisy. The childminder presents activities attractively and ensures they are easily accessible for children to choose. However, she does not currently provide routine opportunities for children to use information and communication technology to learn how to retrieve information from computers. The childminder gathers clear information about children's starting points in all areas of learning and carries out sensitive observations to assess their ongoing development. She tracks their overall progress regularly, identifying any gaps in learning, and plans activities carefully to offer challenge and encourage further development. She understands the requirement to complete a progress check for children aged two years and will use her ongoing assessments to inform this when necessary. Children are making good progress from their starting points and the childminder is preparing them well for their next stages in learning. The childminder develops positive partnerships with parents. She provides them with good information about her setting and the Early Years Foundation Stage when children first start their placements. She sends home children's development records routinely and regularly engages in discussion with parents so that they have good information about their children's progress. She reassures parents about any issues they encounter in their children's development and offers a variety of strategies to help them manage these, such as supporting positive behaviour.

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

The childminder builds positive relationships with children who are clearly confident and settled in her care. She treats children with respect and is enthusiastic and warm in her approach, which helps children feel secure. She promotes children's independence well, encouraging them to do things for themselves, such as putting on their outdoor boots to go out to play. She helps children to learn about positive behaviour as she acts as a good role model, warmly praises what they do well and reminds them about expectations. She helps children to learn about people who are different from themselves by celebrating customs and festivals from different cultural backgrounds. She talks to children about people with disabilities or injuries to support their awareness and understanding. However, there are few resources and activities reflecting people with disabilities to broaden children's awareness of diversity. The childminder successfully supports children's awareness of healthy lifestyles. Children bring their own food from home and the childminder supplements this with healthy snacks, such as fresh and dried fruit or bread sticks. Water is easily accessible both indoors and in the garden so that children stay hydrated. The childminder engages children enthusiastically in physical play to support their awareness of the importance of exercise. She ensures they are able to sleep according to their individual routines to maintain good levels of energy. She makes sure that they have sun cream applied and wear a hat when the weather is hot to protect them from the sun and promote their awareness of sun safety. She supervises children well as they wash their hands, ensuring that they do this carefully, to promote good hygiene practices. The childminder helps young children to develop an awareness of personal safety, discouraging them from putting sand in their mouths or drinking water from the water tray in the garden.

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

The childminder demonstrates a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She is confident in discussing possible symptoms of children at risk and she knows what to do if she has concerns. She has recently attended specialist-safeguarding training and states that she feels more confident about procedures as a result. She has a clear policy in place for the use of mobile phones and cameras to help keep children safe. She has discussed this policy with her family to ensure they also follow her procedures. The premises are safe and secure, and the childminder maintains comprehensive risk assessments to promote safety procedures. The childminder carries out daily and monthly monitoring of her educational provision. She evaluates the effectiveness of activities and ensures that she covers the different areas of learning successfully overall. Her careful tracking of children's progress ensures that she is able to identify any children in need of additional support. The childminder reflects on her overall practice routinely and is currently compiling a self-evaluation document, which identifies several areas for further development. She actively seeks feedback from parents through discussion and questionnaires. Parents comment positively on the childminder's provision. The childminder engages children well in discussion to identify their views and opinions. She is planning to purchase additional resources and further promote children's awareness of healthy food. The childminder is proactive in promoting partnerships with parents and other settings that children attend. She approaches children's teachers at school to share information about how children are progressing and any gaps in their learning. She encourages other professionals to work with her to further support children's development.

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	EY470902
Local authority	Oxfordshire
Inspection number	949140
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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