

<b>Inspection date</b>	16/06/2014
Previous inspection date	05/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Children are happy and well behaved. They have strong relationships with both the childminders which helps children to develop good levels of self-esteem.
- The quality of teaching is good and the childminder plans sessions which meet the needs of individual children well.
- The childminder shows she has a good understanding of safeguarding which helps to protect children and promote their welfare.

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

- The childminder does not provide children with many opportunities to use writing materials outdoors to encourage them to practise their pre-writing skills as they play.
- The childminder's use of questions does not always encourage children to reply with more than one word. This means their language development is not always being promoted as effectively as possible.

## 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 at play, indoors and outside and the childminder's interactions with them.
- The inspector sampled documents, including policies, registers, and children's records of their learning.
- The inspector held discussions with the childminder.
- The inspector had a tour of the premises and looked at resources and toys.

## Inspector

Natasha Crellin

## Full report

### Information about the setting

The childminder registered in 2010. She lives in Oxford with her husband. She works with her daughter who is also a registered childminder. A large wooden cabin in the garden is used for childminding. The garden is fully enclosed and is available for outdoor play. Access to the provision is through the main house, which includes a small step into the house and out into the garden. The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to a local school to collect children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range. She supports children who speak English as an additional language.

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

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

- extend opportunities for children to develop their early writing skills throughout their learning environment, for example by providing a wide range of resources to make marks outdoors
- introduce further opportunities to extend children's language development, such as by using open-ended questions, to increase their use of language and sentences more effectively.

### Inspection judgements

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

Children make good progress due to the childminder's effective provision of a large range of interesting activities. A variety of well-presented toys allow children to explore a good balance of adult-led and child-initiated activities. Toys are stored at a low level to encourage children to be independent, and larger equipment is suited to a wide age range of children, such as small slides for babies and larger, more complex climbing frame for older children. This ensures children of all ages have suitable challenges to develop their physical abilities in a safe way. Children of mixed ages play well together and the childminder understands that children learn best through play.

The childminder understands how to support children's exploration and learning through sensory play. For example, she gives babies and younger children age-appropriate toys, such as rattles and noisy toys, which they can explore at their own pace. The childminder uses mathematical and positional language as she plays with the children, asking them, 'Is your rattle under the box?' and 'Can you roll your rattle?' This allows children to develop

some early mathematical concepts while they play.

Daily outings to the local area, such as to the river and the park, allow children to develop a good understanding of their local environment. These outings provide good opportunities for the children to learn about nature and living creatures, such as feeding the ducks at the river. They are also encouraged to develop good use of their senses, for example through hearing buses, cars and wildlife, and to interact with natural things by touching flowers, sticks and stones.

The childminder observes children while they play and uses this information to assess children's progress and next steps for their development. Learning diaries are shared with parents, in which the childminder records the children's progress, interests and daily routines. This information contributes to the childminders planning, which helps her to ensure activities reflect children's interests and needs, and provide a balanced provision in all areas of learning. The robust process of observations, assessment and planning allows the childminder to identify where children need additional support. Close relationships with parents allow for information about a child's progress to be shared, which helps to ensure children's emotional, learning and developmental needs are met.

Children develop good language skills overall. The childminder speaks clearly to children and sits on the floor so she can maintain eye contact. She mostly models good language and sentence structure, and children respond quickly to her gentle approach. However, at times the childminder does not use everyday opportunities to extend children's language. For example, she sometimes asks more closed questions, such as 'What colour is the train?' to which children respond with a single word. This shows the childminder is not always taking the time to make sure she extends the children's language development through building sentences or adding vocabulary. Nevertheless, children enjoy stories and singing nursery rhymes and action songs, such as, 'The wheels on the bus', all of which help to promote children's emerging language.

Children enjoy spending time with the childminder, who interacts well with them. She continually praises the children which helps them to develop good self-esteem. She knows when to support children and when to let them explore and guide their own learning. For example, when a child selects a mini computer from a shelf and independently plays a phonics game, the childminder takes care to provide an enabling environment where the child can focus for an extended time. The child successfully navigates through the game confidently repeating the sounds, 'p, p for penguin; t, t for turtle'. During this time, the childminder recognises the child's concentration and ensures younger children play in a different area to avoid any disruptions.

Children's literacy skills are encouraged by the childminder overall. For example, she sits with children, encouraging them to draw pictures and form letters and numbers. Although pens and pencils are provided during adult-led activities and indoors, these are not always freely available outdoors to fully promote children's emerging writing and drawing skills.

Children are happy and have close relationships with the childminder, who is caring towards them. Children go to the childminder when they want help or a cuddle, and she talks to them quietly as they sit on her knee. This reassures them and creates a secure environment, promoting their emotional well-being. New children settle quickly because the childminder encourages introductory visiting sessions, which allow children to get familiar with the childminder's home in a calm and unhurried way. The childminder mirrors children's individual home routines for sleep, which helps to ensure children feel secure with familiar routines.

Children behave well as the childminder provides clear and consistent boundaries. For example, as one child stands on a toy the childminder says, 'we don't stand on toys because it is not safe. You might fall over.' Children respond well to these reminders and explanations, learning to modify their behaviour quickly. The atmosphere is calm and focused and children clearly know the rules and routines. Children interact well together and the childminder encourages children to say please and thank you and to share toys. Children of mixed ages get on well together, with older children showing concern and interest in younger children. For example, an older child makes a train track for a younger child to play with, encouraging them to put their trains on to the track when it was finished.

The childminder helps children to learn about the importance of healthy eating. Although they bring packed lunches from home, the childminder asks parents not to send sweets or chocolates with their lunches so she can reinforce the message of healthy living. The childminder provides healthy snacks, such as mixed fruit, and water to drink in the morning and the afternoon. At snack time, children sit well at the table, sharing a large plate of mixed fruit. Water is available for children throughout the day if they are thirsty. Children understand the importance of washing their hands after play and before snack. Older children do this independently and the childminder helps younger children and babies learn the routine. Children use antibacterial soap when they wash their hands and can explain this is to, 'get the dirt off.' Children enjoy activities which promote their physical development, such as using climbing frames in the garden and regular visits to the park and local environment. These experiences provide varied opportunities for children to develop an understanding of the importance of exercise as part of a healthy lifestyle.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to implement these in practice. She can recognise signs and symptoms of abuse and knows what to do if she was worried about a child in her care. The childminder has attended safeguarding training and has implemented policies which help to ensure children are safe in her care. The childminder has effective systems of risk assessment in her home and on outings that help to ensure children can play in a safe environment. Safety equipment, such as a camera at

the entry gate and high fencing around the garden, help to keep children safe from unwanted visitors.

The childminder clearly describes her future plans to improve her provision. For example, she plans to develop an outdoor sheltered area for the children to use in all weathers to enable them to fully extend their learning and development. This demonstrates an ability to reflect on her practice and support her professional development in order to promote continuous improvement for the children in her care.

The childminder has developed links with the local schools that the children in her care move on to. In addition, she regularly takes children to the local toddler groups and the drop in family centre. These links have helped develop partnerships with other early years professionals, which support the childminder and contribute to meeting the children's needs. Close relationships with parents and clear communication ensures children's needs are met and children with additional needs are quickly identified and supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY416574
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	845792
<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>	16
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/07/2011
<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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