

Inspection date	18/06/2014
Previous inspection date	04/12/2008

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

- The childminder uses skilful questioning to further develop children's thinking skills and gives children time to listen and respond, which enhances their communication skills.
- The childminder shows strong understanding of how children learn through play and exploring. Consequently, children build on their own ideas and strategies for doing things.
- The childminder effectively supports children to make good progress in their learning and development by making regular observations and assessments on children's development.
- The childminder and her co-childminder work together very well to meet each child's individual needs.
- The childminder makes good use of the local environment and attractions to extend children's understanding of the world around them.

It is not yet outstanding because

- There is a good variety of mathematical toys and puzzles to develop children's understanding of shape, space and colour. However, the quality of teaching is not consistently of a very high quality as the childminder sometimes misses chances to introduce other mathematical vocabulary during every day play.

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 carried out a discussion with the childminder.
- The inspector observed the childminder interacting with children.
- The inspector undertook a joint observation with the childminder.
- The inspector sought the views of parents through references and written feedback.
- The inspector examined some records and documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder was registered in 2005. She works in Woodstock in the home of her mother, who is also a registered childminder. Her father and sister also live in the home. The whole ground floor is used for childminding and there is a fully enclosed garden available for outdoor play. The childminder offers care on a daily basis and walks to a local school to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children under eight years of age. There are currently 15 children, under eight, on roll for both co-childminders and children attend on a part time basis. The childminder is a member of the TRIO Childminding Network and the National Childminding Association. She holds a level 3 nursery nurse qualification. She works closely with the local nursery and playgroup.

What the setting needs to do to improve further

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

- ensure consistently high quality of teaching by finding more opportunities to talk about maths in every day play situations.

Inspection judgements

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

The childminder offers a good variety of toys and activities that promote all aspects of their learning and development in many fun and interesting ways. For example, den making. Consequently, children engage well and learn in free play and planned activities. The quality of teaching is good. The childminder shows strong understanding of how children learn through play and exploring. As a result, children develop their own ideas and strategies for doing things. For example, the older children use materials to cover a slide for a den but then adapt the activity to create ramps to drive cars down. The childminder uses skilful questioning to develop children's thinking skills. Children are given plenty of time to listen, respond and talk to each other, which develops their social and communication skills. The childminder provides a good variety of mathematical toys and puzzles to develop children's understanding of shape, space and colour. However, the quality of teaching is not consistently high as she sometimes misses chances to introduce more mathematical vocabulary. For example, by talking about size and shape whilst den making. The childminder creates a well resourced environment, inside and outdoors, to support each child's needs and interests.

Children of all ages are making good progress in all areas of learning and development. The childminder effectively plans towards children's current interests and adapts the

learning and activities to suit all ages. For example, when learning about space younger children paint pictures of stars to develop their creativity. The older children play with space construction developing their knowledge and understanding of space. The childminder encourages and supports children's continuity of learning at home well by sharing the children's learning journeys with the parents regularly. The learning journeys contain accurate observations and assessments of children's learning and development and help the childminder identify and action any gaps in children's progress.

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

The childminder works closely with her co-childminder to meet each child's individual needs very well. For example, she is responsible for intimate care and observational assessments of her key children for consistency and security, but all children are comfortable with either childminder. Children behave well because they are well occupied and supported by the childminder. For example, children take turns and work together on tasks with some intervention necessary. She has good routines in place that are familiar to the children and increase their security. She allows flexibility for older children to complete tasks they are working as they build their concentration skills. For example, she brings the snack out for older children to eat in the den once they are finished.

The childminder builds children's independence well by encouraging them to manage their own personal needs and self care. For example, washing hands before snack. She shows strong commitment towards dietary requirements and medical needs to support children's good health. She provides quiet areas for children to rest well and younger children fall asleep, with comforts to increase security. The childminder builds good relationship with teachers at the local preschool. She shares good feedback with the teachers regularly which strengthens this relationship and the continuity of care for all children attending or moving up to the school.

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

The childminder demonstrates a good knowledge and understanding of the welfare and safeguarding and learning and development requirements. She provides a safe and stimulating environment where children feel secure and settled. She has clear and effective risk assessments in place to ensure the premises continues to remain safe. The childminder acts responsibly to minimise potential risks to ensure children are kept safe and secure in all environments. For example, disposing of glass bottles found around the local park. She makes good use of the local environment and local attractions to extend children's understanding of the world around them. She shows secure knowledge and understanding of safeguarding issues and procedures to follow if she has concerns.

Children progress well in their learning because the childminder understands how they learn and provides well for their individual stages and interests, assessing their progress with accuracy and building on what the children have achieved. She holds all up to date

relevant qualifications in childminding, safeguarding and first aid. She displays her up to date insurance, qualifications and registration certificates in full view for all parents and visitors to see. She attends courses to further develop her knowledge and service, for example, training on how to carry out risk assessments effectively to increase children's safety. She is committed to her professional development. For example, attending local training to keep up to date with current developments in early years.

The childminder evaluates her service regularly and records her ideas of what she wants to develop next to continue to improve her service and outcomes for children. Parents share their positive views on the childminder's effective practice through letters. For example, parents comment on how quickly their children settle in the childminder's care.

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	EY298646
Local authority	Oxfordshire
Inspection number	837658
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/12/2008
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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