

Inspection date	24/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Children make good progress in the childminder's care because the childminder assesses children's learning and development well. She works closely in partnership with parents to ensure children receive the support they need.
- An interesting range of toys and play activities that are easily available encourages children to explore and make choices about their play. As a result, children are motivated and excited learners.
- Children are joyful in their play and establish close bonds with the childminder as they benefit from her caring and calm approach.
- The childminder has a good understanding of how to promote the safety of the children in her care. Consequently, children develop a clear understanding of dangers and how to stay safe when playing indoors and outside.
- The childminder is effective in evaluating her practice and committed to further professional development to continue to improve outcomes for children.

It is not yet outstanding because

- The storage arrangement of books does not fully support opportunities for the youngest children to independently choose books during their 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 held discussions with the childminder and children when appropriate.
- The inspector reviewed paperwork, which included children's records and samples of their work, samples of policies and risk assessments.
- The inspector spoke to and took account of the views of parents.
- The inspector observed a range of activities in the areas in which children play.

Inspector

Victoria Weir

Full report

Information about the setting

The childminder registered in 2014. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged two and three years. They live in a three bedroom semi-detached house on the outskirts of Carterton. Childminding takes place on the whole of the ground floor with access to upstairs for sleep purposes only. There is a fully enclosed garden available for the children's outside play. The house is within walking distance of local shops, parks, pre-school and school. The family have a dog. Currently, there are two children on roll in the early years age group.

What the setting needs to do to improve further

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

- enhance the arrangement of books so the youngest children explore books more fully during their independent play.

Inspection judgements

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

When children start in her care, the childminder takes time with parents to carefully assess children's levels of development. Throughout their time in her care, she makes sensitive observations, which help her identify next steps in children's learning, which she records in the daily diary. She maintains a planning board on a weekly basis to help ensure that activities are relevant to children's next steps and support all areas of their learning. She works closely in partnership with parents to ensure children receive the support they need, such as encouraging children to add words to their signing. As a result, children make good progress in their learning and development.

Children show a keen interest in their learning, responding well to suggestions for activities as they enjoy exploring the exciting range of resources on offer. The enthusiastic childminder uses good teaching techniques to inspire and focus children's learning. For example, she sensitively provides challenge for young children as she offers them narrow necked bottles to fill, as they develop scooping and filling skills. Children lead and initiate play themselves, taking a very active part in planning their own learning. As a result, children concentrate and engage purposefully in activities, are motivated and think critically. For example, they initiate play with balls and guttering. Younger children problem solve how to make the balls come down in quick succession by stopping the balls and lining them up in the guttering, and they work together collaboratively, exceeding their age expectations. The childminder creates her own resources based on her good knowledge of children's interests. For example, children delight in exploring a homemade

board of common household objects to learn about cause and effect as they make lights turn on and bolt locks.

The childminder supports children's language development well, encouraging them to pronounce words correctly and introducing new vocabulary such as 'enough' and 'where'. Children develop their understanding of the link between words and actions and objects as the childminder provides a commentary on their play and repeats key words. She supports children to use signing when appropriate, which supports them to express their preferences and choices. The childminder encourages children to listen and understand each other's early speech, as she repeats back unintelligible words and expands on the words they say. The childminder has a good range of books, she reads regularly to children to help develop their interest in books and support their early reading skills. However, the display of books on offer does not fully support the younger children to choose books to look at during their play.

The childminder stimulates younger children's exploratory impulses effectively through an interesting range of objects and materials that encourage them to use their senses. They become absorbed as they shake, rub, listen and even taste as they investigate rice. Children make good progress in early mathematics as they see numbers in the books and posters, games, puzzles and the childminder supports their counting in play. For example, she models counting as they climb steps on the slide, and they develop their understanding of what comes next. The outdoor play provision supports children to develop their physical skills at climbing, balancing rolling, crawling, and running, while children learn about their world. For example, children learn how balloons pop when they burst and float when they are full of air as they jump and run excitedly catching them.

The childminder works well in partnership with parents. She uses daily diaries and records of progress and ongoing discussions to keep parents well informed of their children's time with her. She encourages parents to contribute to these records so that parents are part of the assessment process. She encourages parents to support their children's learning at home, such as providing advice to support children's speech development. Parents comment that children enjoy their time with the childminder, take part in a range of exciting activities and develop well, particularly in their personal and social skills. The childminder is supporting children well to prepare for their next stages in learning.

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

Children are settled and happy in the childminder's care because they benefit from individualised settling in arrangements. Before children start, the childminder gains good information about children's routines and preferences to help her meet their individual needs successfully through a personalised routine. The childminder promotes personal and social skills well, helping children to share, to care for each other, the environment and to be kind. As a result, children show good levels of self-confidence and a positive approach to learning. This helps children to be well prepared emotionally for their next stages in learning.

Children enjoy daily opportunities to engage in physical activity and to enjoy the fresh air outdoors. They take part in a range of interesting outings, such as visits to a local parks and activity centre. They attend toddler groups daily and this supports children to take part in larger group activities, which develops their confidence. Children are encouraged to be polite and behave well by the childminder's example. She praises them when they say 'please' and 'thank you' at meal times and when they happily help to tidy toys away. Children share toys, take turns and make friends with the childminder. She supports children to take an active partnership in the personal care. For example, children get their changing mats ready at nappy time, and wash their own hands at snack time. All this prepares children for their transitions to group care such as preschool or school and supports their emotional development.

The childminder has a good knowledge of how to keep children safe and she encourages them to think about their own safety. For example, she checks what a child is doing and points out what might happen if they climb up the step while drinking their water.

The childminder provides dinner and snacks and parents provide lunches. Meal time is a nurturing time where children are encouraged to express their preferences and the childminder talks about healthy food such as fruit and their particular favourites. Children are encouraged to note each other's choice, which helps them respects each other's differences. Children learn about other cultures and languages as the childminder provides cooking and art experiences based on festivals which people celebrate.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She monitors the safety of the premises as she carries out written risk assessments and checks other places which they visit regularly. Children are well supervised at all times in indoor and outdoor areas. The childminder has completed a course about child protection and can recognise possible signs of abuse. In addition, she is aware of the Local Authority Safeguarding Board procedures to follow if she has any concerns about a child. Suitable policies for safeguarding are available for parents. The childminder has also recently completed a paediatric first-aid certificate and records for medication or accidents are in place. Consequently, children are well cared for in a secure environment where their welfare and well-being needs are met well.

The childminder has worked conscientiously to set up her new business. She is committed to continuous improvement and has plans to attend training to develop her understanding of child development, particularly for two year olds. The childminder monitors children's progress through tracking, which effectively helps her identify any gaps in children's progress. As a result, she tailors her provision to support children to make good gains in their learning and development. She records and keeps up to date the required information about children. The childminder works positively with parents and other childminders and uses the expert advice of the coordinator to help bring about

improvements and to ensure that her self-evaluation is accurate.

The childminder values the good partnership with parents. She keeps them well informed about the children and their progress. She encourages parents to be involved in their children's learning. Consequently, children benefit from this partnership as the childminder is supported in planning for their learning and development needs and her work is often followed up at home. Parents are very appreciative of the work of the childminder and speak highly of the quality of care and education which their children receive.

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	EY472178
Local authority	Oxfordshire
Inspection number	953300
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

