

<b>Inspection date</b>	09/06/2014
Previous inspection date	26/09/2012

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

- Children are progressing well in all areas of learning and development, because the childminder is able to clearly identify their interests and next steps.
- Children have close bonds with the childminder who provides a warm, caring and welcoming environment; as a result, children are happy, confident and behave well.
- The childminder effectively supports children's welfare due to her clear knowledge of safeguarding procedures.
- Partnerships with parents are good. The childminder shares detailed information regularly through two-way daily diaries.

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

- The childminder has not formed partnerships with other early years settings children so they can contribute to children's learning and development.

## 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 in the home and garden.
- The inspector had discussions with the childminder and children.
- The inspector took into account the views of parents and carers from information gathered on questionnaires.

The inspector sampled a range of documentation including children's records,

- safeguarding procedures, risk assessments, written parental permissions and written policies and procedures.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

The childminder registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and young child in the centre of Witney, Oxfordshire. The whole of the ground floor of the childminder's home is available for childminding with a bedroom for when children require a rest. There is an enclosed garden for outdoor play. The family has a pet rabbit. The childminder currently cares for five children in the early years age range on a full and part-time basis. The childminder has a level 3 qualification in early years.

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

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

- improve information sharing with other early years settings children attend, so all adults are able to contribute to children's learning needs.

### Inspection judgements

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

Children progress well in all areas of learning and development, because the childminder is clear on how children learn and develop. She plans activities around their interests and is very good at recognising when young children need to change activities. The children are developing their communication and language skills well. The childminder talks constantly to them about what they are doing and asks questions to help children think further. Children enjoy looking at books alone or with the childminder. They sit happily and help turn the pages and are given time to talk about what they are seeing on the pages.

Children are developing their personal, social and emotional skills well. The childminder reminds them to share and take turns as they play. She makes sure they have enough resources for one each, so when one child asks to fill their bucket with water, the others can join in. The childminder gives them a bucket each and reminds them to wait their turn to fill it and carry it carefully to the sand tray.

Children's physical skills are developing well. They are able to easily access the outside play space where they can ride cars. Children enjoy outings around the local area where they explore the world around them. Inside, they build towers with bricks, and enjoy trying to thread string through counters. They sit well and concentrate hard as they push the cord through the holes. The childminder supervises and offers help when needed. She encourages the children to try for themselves and praises them when they manage to achieve the task. This helps to develop children's independence, confidence and self-esteem. Children proudly show their friends what they achieve.

The childminder is promoting children's understanding of mathematical language through playing games with them such as finding and matching shapes and colours. Children learn they need to take turns as they play the game. They wait for their friends to choose a duck and name its colour and shape, and identify if it matches the shape and colour they have on their card. Children are encouraged to count using the plastic ducks during the game. When eating at snack time, the childminder talks to them about the fruit and encourages them to count how many pieces they have. Children are acquiring the skills, attitudes and dispositions they require to prepare them for their next stages in their learning or school.

The childminder plans, observes and assesses children's learning and development well. This helps her to provide challenging activities that support children in making good progress through the Early Years Foundation Stage. She shares children's learning well with parents so they can support and share learning from home. Systems to work with other early years settings children attend are not as successful, so they can work consistently together to meet children's care and learning needs.

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

Children demonstrate they are happy, content and comfortable in the childminder's home. They are motivated and eager to learn as they play. The childminder shows genuine affection and care and she is careful to divide her time equally between the children. Children are well behaved. They are beginning to learn the rules of the setting through clear explanations from the childminder. The childminder responds quickly to any minor squabbles between the young children by using distraction and reminders that they need to share and take turns. For example, when children start to get bored with a game they are all playing, she recognises this and changes the activity quickly ensuring children remain focused. The childminder is calm and consistent in her behaviour management and is a good role model.

Children are beginning to learn about healthy lifestyles. They are encouraged to wash their hands before eating and after using the toilet. Children use separate hand towels, which helps to prevent the spread of infection. Children learn good table manners as the childminder sits with them at the table as they eat, this encourages children to sit and eat well. Parents provide meals for their children, and snacks provided usually consist of fruit, with water to drink. The childminder is able to adapt routines to meet children's individual needs, so when children ask for more fruit, the childminder recognises they are hungry and prepares lunch early. Children are encouraged to prepare the table for meals. They carry plates to the table and choose which colour they would like.

Children have easy access to the outside area and enjoy exploring the garden. They dig and find bugs, and plant flowers. They enjoy developing their physical skills, such as riding bikes and carrying water in their buckets to put in the sand. Children are being prepared well for their next stages of learning.

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

This inspection was brought forward following a concern being raised to Ofsted. The childminder left a minded child with an unvetted person for a short period of time. During the inspection, the provider demonstrates she has a secure understanding of the Early Years Foundation Stage requirements. The childminder acknowledges that on one occasion she left a minded child with her mother for a short time due to a medical emergency with her own son. Following this incident, the childminder realised she did not have procedures in place to support her in such emergencies. She took immediate action to review her emergency care procedures to rectify this and ensure it never happens again. The childminder now has clear procedures to ensure that if an emergency occurs she is able to leave children with suitably checked person. She has shared this procedure with parents and obtained their written permission to support her, and ensure they are clear about what to expect in such an event. We are satisfied with the action taken by the provider to manage future emergencies and safeguard children.

The childminder has a clear understanding about the procedures to follow should she have any concerns about children in her care. She keeps detailed records of concerns, any accidents that children may have in her setting and any medication she administers to them. She obtains all the necessary written parental permissions to support her with this. Detailed risk assessments support the childminder to keep children safe in her home and when on outings around the local area. The childminder ensures the home is secure and supervises children well when they are in her home or play in the garden and on outings'.

The childminder has a good understanding about her responsibilities in meeting the learning and development requirements. She carries out detailed observations and assessments, which she uses to help plan for children future learning. Children progress well and thrive in the welcoming, caring environment. The childminder completes the progress checks for two-year-olds and shares these with parents. She encourages parents to contribute to their child's learning through regular discussions and sharing of information. As a result, she is able to build and develop her partnership with parents effectively. Through parental questionnaires, she is able to make changes to her practice as and when required. Parents' comments are very positive about the care provided and how settled their children are in the childminder's company. Although the childminder is aware about the need to build partnerships with other settings that children attend, she has not considered how she can do this effectively.

The childminder has completed an evaluation of her practice. This has been effective, enabling her to clearly identify areas she would like to improve for the benefit of the children. She demonstrates a strong drive to develop her practice and continually improve the care she offers.

### **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

<b>Unique reference number</b>	EY441886
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	977396
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/09/2012
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

