

Inspection date	02/07/2014
Previous inspection date	21/06/2011

The quality and standards of the early years provision	This inspection:	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 enjoy warm and secure relationships with the childminder, which helps them to feel happy and settled in her care.
- The childminder follows children's interests well to provide a good range of activities over the course of the morning session.
- The childminder is able to demonstrate that children are making good progress overall from their starting points.
- The childminder has made clear improvements to her practice since the last inspection.

It is not yet outstanding because

- The outdoor play environment focuses mainly on physical development with fewer resources to promote other areas of learning, such as mathematics and literacy.
- Although the childminder routinely engages in positive interactions with children, she does not make the best use of open questions to challenge children's thinking further.

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 outdoors.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder took account of the childminder's self-evaluation form and sampled other documentation, including children's development records and training records.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2003. She lives in Thame, Oxfordshire, with her husband and three children. She uses the ground floor for childminding and provides sleeping and toileting facilities on the first floor. There is an enclosed garden available for outdoor play. Access to the provision includes steps into the house and a step into the back garden. The family has a cat. The childminder is registered on the Early Years Register and is caring for three 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 three older children. The childminder offers care on weekdays, including out of school care. She walks to the local school and other early years facilities to take and collect children. The childminder holds a relevant level 3 qualification. The childminder is a member of the TRIO childminding network.

What the setting needs to do to improve further

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

- enhance the outdoor play environment by considering how to reflect all areas of learning, particularly with regard to developing resources to support mathematics and literacy

- make greater use of open questions to further challenge children's learning.

Inspection judgements

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

The childminder takes good account of children's interests to engage them in their learning. She plans an activity to make a representation of a fish tank as children enjoy visiting the pet shop in town. Children learn to handle tools and materials with control, such as using scissors to cut out pictures of fish. The childminder adapts her support for children in line with their individual capabilities, such as providing additional help for younger children when using scissors. Children have free access to the garden and choose to play on the trampoline, squealing with delight as they bounce up and down. The childminder supports them well on the swing set and children show great confidence as they swing high into the air. Children join in with relevant nursery rhymes as they play, which helps to support their communication and language skills while they are having fun. They settle to explore dinosaur toys in the garden and the childminder encourages them to talk about these by asking questions. However, she does not always make use the best use of open questions in her interactions to challenge children's thinking further. The garden provides good opportunities for physical development but there is less emphasis

on promoting other areas of learning, such as mathematics and literacy, to fully support children who enjoy being outdoors.

Over the course of the morning session, the childminder provides a good range of activities to cover all areas of learning. She reads stories with expression as children snuggle into her and respond well to the questions she asks. As well as making pictures of fish tanks, they explore modelling dough, a train track, cars and garage, which help to develop their imaginative skills and understanding of the world around them. The childminder effectively supports a game of hopscotch in the living room using foam numbers. She encourages children to count in sequence and they respond well, with younger children counting to three and older children counting confidently to 10.

At the last inspection, a recommendation was set to develop procedures for observation, assessment and planning by using relevant published guidance. The childminder now uses such guidance to help her assess how well children are developing across all areas of learning. This approach helps her to plan future activities relevant to children's capabilities and to identify any gaps in their learning. Her records of children's development demonstrate that they are making good progress from their starting points. The childminder is correctly maintaining progress checks for two-year-old children in line with requirements. She is preparing children well for their next stages in learning and for school.

The childminder provides daily diaries for parents who wish to have them and has daily discussions with all parents to keep them up to date with their children's time in her care. She provides an annual review of children's progress and gives parents suggestions of things they can do at home with their children to promote their development. For example, she encourages parents to count objects with their children while on outings to promote mathematical skills.

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

Children are clearly confident and secure in the care of the childminder, who has a warm and friendly approach. New children settle quickly and soon become familiar with routines in the childminding setting. Older children show kindness to younger ones, such as showing them how to use the swing in the garden. The childminder acts as a good role model, helping children to play cooperatively and to share resources. She provides lots of ongoing praise throughout the morning, recognising children's small achievements, which promotes their self-esteem effectively. Children demonstrate good levels of behaviour and show confidence in exploring the environment.

Children clearly enjoy playing outdoors where they benefit from fresh air and exercise. Young children giggle infectiously as they play peek-a-boo with the childminder through the trampoline netting, demonstrating their friendly relationship. The childminder takes children on a variety of outings to promote their physical development and their awareness of the world around them. Such outings include running races on the local playing fields and exploring a local nature trail. The childminder helps children to

understand the importance of healthy eating as they eat snacks provided by their parents. She talks to them about nutrition, such as milk making bones strong, and brings in an element of fun, such as 'runner beans make you run'. Children respond well to such discussions and develop a positive approach to healthy eating.

The childminder demonstrates that she is able to positively support children moving up to school. For example, she offers to do settling in visits with children in their new environment to promote continuity in their learning and development.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She understands safeguarding children procedures and shows a clear commitment to keeping her knowledge and understanding up to date, having completed three courses in recent years. She is familiar with possible symptoms of children at risk and knows what to do if she has concerns to help protect a child. She provides a safe and secure home having improved risk assessment procedures since the last inspection. She understands the importance of obtaining appropriate background checks for family members and has these in place.

The childminder has made good progress since the last inspection. As well as meeting actions and recommendations, she has obtained a relevant level 3 qualification. She states that this training has helped her with ideas for activities, and to plan for children's individual needs. She has further ideas to extend her practice, such as bringing in different areas of learning into individual activities to increase their learning value for children. She now monitors children's progress well to ensure they are on track for their age or to identify any areas where they need additional support. She encourages parents to reflect on her practice and she takes account of suggestions from children when considering areas for improvement. For example, she purchases additional dinosaur toys following children's requests.

The childminder develops positive partnerships with parents and other settings that children attend. She routinely talks to children's key persons in other settings to exchange information about their learning and development. She also compares progress reports from other settings with her own to identify any discrepancies so that she can address these accordingly. This has a positive impact on promoting continuity.

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	EY266871
Local authority	Oxfordshire
Inspection number	814595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/06/2011
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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