

Inspection date	06/05/2014
Previous inspection date	26/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 and assistant have a good understanding of children's individual needs, successfully promoting children's emotional well-being. As a result, children are happy and settled.
- The childminder carries out extensive self-evaluation that helps her identify areas for development and build upon strengths for the benefit of children.
- Children make good progress because the childminder clearly identifies their next steps for their future development and plans activities to support their learning effectively.
- The childminder works closely with parents promoting effective partnerships that benefit the children's development.

It is not yet outstanding because

- Toys and resources are not all easily accessible to the children to enable them to initiate and extend play activities using their own ideas.

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 childminder works with an assistant and they were both present during the inspection.
- The inspector took account of the views of parents and their comments through their written feedback.
- The inspector held discussions with the childminder, assistant and children throughout the inspection.
- The inspector looked at a selection of children's assessment records, documents and policies and procedures.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2007 and lives with her mother and sister in the Wood Farm area of Oxford. Children have access to the downstairs area of the home and a cabin in the garden. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has a qualification at level 4 in childcare and works with an assistant who has a level 2 childcare qualification. There are currently 21 children on roll, of these, 13 are in the early years age group. The family has a pet dog and a cat.

What the setting needs to do to improve further

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

- organise the resources so that children can more easily access what is available and initiate their own learning further as they independently make choices.

Inspection judgements

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

The childminder meets children's individual needs well. She finds out information from parents about children's starting points and successfully builds upon these. This means she meets children's needs right from the start. The activities she and her assistant plan help children follow on from their learning at home. For example, all children keep a book about their families at the setting. This is completed at home and helps children feel a sense of belonging and leads to discussions about their families, similarities and differences. This helps children begin to learn and understand about respect and valuing different cultures. Children take a sense of pride in what they do. For example, they have planted a wide variety of vegetables in the outdoor area and are eager to comment on how well they are growing. The childminder remarks that this is because they have been so well looked after and watered regularly. Children positively beam at the praise, gaining confidence and self-esteem in their achievement. The childminder makes good use of her experience and uses relevant guidance to help her identify how to support children to move onto the next stage of their learning. Effective ongoing assessment arrangements enable the childminder and assistant to monitor and plan children's progress effectively. Parents are invited to regular reviews that include sharing progress records the childminder completes for children aged two. As a result, children make good progress in their learning and development and have a solid base for future progress, developing skills and attitudes they need to successfully move on to the next stage of their education.

There are many learning opportunities and activities indoors and outside. For example, numbers are displayed along the fence and children count buttons from one to 10 hung on

strings outside. Indoors they count out money as they buy groceries in the shop, use the tills and talk about more and less. This successfully promotes children's developing mathematical skills. The childminder effectively supports children's developing physical skills by providing stimulating opportunities for them to practise these. Children dig in the garden, use equipment, ride wheeled toys and play in local parks where they have a wider range of equipment to explore. Children manipulate tools, such as cutlery, brushes and pens confidently. They have access to pens, paper, clipboards, calculators, rulers and envelopes to encourage them to mark make in their play. Children see good labelling that helps them to recognise that written words have meaning. Children develop an understanding of technology as they use interactive toys to play games that interest them. Children are extremely articulate and express themselves clearly and fluently. This is because the childminder and assistant communicate with them at an appropriate level for their understanding.

Children confidently explore their surroundings and know what they want to play with. However, they are not always able to continue with their chosen activity as resources are not all easily accessible to them. For example, while there is a cosy book area and a good range of books at children's level, many are hidden behind other toys. Children who want to dress up cannot always find the appropriate costume despite the assistance of older children. This means that children cannot always independently initiate their learning through their chosen activities.

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

Children enjoy their time with the childminder and build strong attachments to her and her assistant. This helps them feel secure and confident. The childminder is supportive of families and on occasion visits the children at home. This means that children experience a sense of familiarity and continuity. The childminder prepares children well for forthcoming changes in their daily routine, such as starting pre-school or school. They are taught how to attend to their personal care, develop social skills as they play well together and become eager and curious learners. The accurate information the childminder shares with parents and others involved in the children's care helps children to move between home, her care and the pre-school or school smoothly. The childminder's home and purpose-built play cabin are warm and welcoming, and children are clearly comfortable in all areas. The childminder teaches children about how to care for animals kindly. Consequently, children discuss how to handle the childminder's pets gently and the safety precautions they need to take for themselves. Children are very independent in meeting their own needs. They know they need to wash their hands after handling pets and before eating to minimise the risk of germs being spread. This helps them to begin to understand about maintaining their own good health.

The childminder offers clean, good quality resources that are age appropriate and used to promote all areas of learning successfully. Children are able to make choices about their play. The childminder values all children and manages her time well to ensure that each child receives attention. For example, she spends time talking and playing games with an older child while the younger children are asleep. This individual attention helps children

form secure attachments with the childminder while helping them feel respected and valued.

Children develop a good understanding of how to eat healthily. To help them understand about their bodies' needs they are given choices about when and what they wish to eat. Drinks are always available. Children sit together sociably at mealtimes. The childminder encourages children to eat their savoury food before dessert and explains that some foods are a treat. This helps promote good future eating habits. Children enjoy exercise and physical activities, such as dancing, as part of their daily routine helping them to enjoy a healthy lifestyle. The childminder plays games to help children become aware of keeping themselves safe. For example, as they ride around on wheeled toys the childminder's assistant holds up stop and go signs explaining that traffic needs to stop before it is safe for people to cross the road. The secure boundaries for behaviour the childminder and assistant provide help children to understand what is expected of them and supports their very good behaviour. This helps children to feel secure and settled in the childminder's care.

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

The childminder and assistant have completed additional training in safeguarding and demonstrate a thorough understanding of how to keep children safe in their care. Policies and procedures underpin good practice and the childminder and assistant are clear of action they must take if they have concerns about a child's well-being. All safeguarding information is shared with parents. The childminder discusses how she uses technology, such as, mobile phones, safely preventing any potential risk to children's well-being. The premises are secure, appropriate checks for adults are completed and visitors procedures ensure the childminder has a record of who is on the premises at all times. The childminder conducts risk assessments of her home that identify any potential hazards, and she takes appropriate action to minimise these. Children become familiar with emergency procedures because they regularly practise evacuating the premises with the childminder and assistant. On outings they travel safely in the pull-along bus or in appropriate buggies. Ratios are always observed so that children are well supervised at all times. The childminder makes sure that her assistant is suitably vetted and understands their role and responsibilities. All children's documentation is in place, including the administration of medication, accidents and incidents forms and children's records. These are securely stored and include required parental consents, such as, permission for children to be left alone with the assistant for short periods of time. Consequently, children's needs are identified and well met.

The childminder has made significant improvement since the last inspection. She has acknowledged weaknesses identified at the last inspection and subsequent monitoring visits that have taken place over the last year. She has taken prompt and effective action to carry out required improvements specified in welfare requirements notices and notices to improve issued by Ofsted. The childminder now meets all safeguarding and welfare requirements, and learning and development requirements well. She demonstrates a good

commitment to improving her service further as she works with her assistant to evaluate their practices and to decide how they can be developed. Parents are requested, through questionnaires, to express their views and make suggestions on the care and learning experiences they would like their children to receive. Children share their own views and opinions by talking about what they like to do. The childminder has very good links with the local authority with whom she has been working to improve her practice. The childminder is motivated and has an extremely positive attitude towards improving the quality of care for children. She has developed methods of effectively monitoring children's progress. Further identified improvements include developing links with local schools, regularly using the Internet and publications to update knowledge and further training for both herself and her assistant. This shows that the childminder has a good capacity to maintain ongoing improvements in quality in the future.

The childminder talks to parents on a daily basis about their children and parents have regular input into their children's learning journals. Parents comment that the childminder is an excellent communicator, that they feel involved and 'kept in the loop' about their child's progress. They comment that children gain in confidence and socialise well and that their independence and skills in all areas of learning are making good progress.

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	EY357233
Local authority	Oxfordshire
Inspection number	958985
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	26/09/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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