

Inspection date	07/07/2014
Previous inspection date	11/01/2012

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 makes good use of local amenities and other early years provision to enhance the children's learning experiences.
- The educational programme that the childminder provides is good. As a result, all children are making good progress.
- The childminder provides a safe and secure so children are free to explore and develop own ideas.
- There are good arrangements in place to secure smooth moves towards children's next steps in children's learning and going to school.

It is not yet outstanding because

- The childminder shares her information about children's achievements, in both written notes and casual discussion with parents. However, there is scope to further improve parental involvement in children's development by the provision of more information about activities that can further enhance children's learning at home.

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 spoke to the childminder at appropriate times throughout the observations.
- The inspector observed children's activities inside and outdoors.
- The inspector conducted a tour of the premises during the inspection, and viewed the outdoor play area.
- The inspector sought the views of parents through letters and written feedback.
- The inspector scrutinised a range of relevant documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder registered in 1992. She lives with her adult son in Thame, Oxfordshire. Her home is close to the town centre where there are a range of facilities, including shops, parks and the library. The whole ground floor of the childminder's house is used for childminding, together with a first floor bathroom. There is a fully enclosed garden available for outdoor play.

The childminder offers care on a daily basis, before and after school, and during school holidays. She walks to the local school and nursery 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 six children under the age of eight, all of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- enable parents to become even more involved in their child's development by providing information for them about activities that can enhance children's learning at home.

Inspection judgements

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

The educational programme that the childminder provides is good. She uses settling in visits to observe children and share information with parents about their child's interests and needs. These are recorded as their starting points. The childminder creates weekly planning to provide interesting and fun topics for the children and makes sure that she includes their individual needs and interest daily. For example, she had hidden some dinosaurs in a rockery for children to discover whilst exploring the garden. Children's achievements are all recorded in both written and photographic observations in their learning journals. The childminder assesses children's progress at the end of each term using published guidance documents. This shows that she has effectively implemented a comprehensive system to monitor children's progress since her last inspection. The childminder shares the children's learning journals with parents every three months. However, there is scope to further improve parental involvement in children's development by the provision of more information about activities that can further enhance children's learning at home.

The childminder's home is organised very well to enable children to explore and play freely. She creates areas of interests around the garden to encourage children to explore

and investigate the world around them. The childminder prepares trays with sand, water, rocks and plastic sea creatures to recreate a rock pool for children that have just returned from family holidays. The childminder creates topics to extend children's interests and learning. For example, the children found a frog in her small, safely covered, pond. She created a poster with the life cycle of a frog to teach the children about how frogs grow and new words to extend their vocabulary such as, tadpoles. The childminder took the children to a nature reserve each week to watch the process from frog spawn to frogs. This has had clear impact on the children as they investigate the pond area pointing and saying 'frog'.

The childminder provides good resources and activities to physically challenge the children. For example, throwing and passing large balloons to each other. The children ride on bikes in circles around each other pretending they are in a race. The childminder selects other resources to challenge children further. For example, rolling balls down guttering into baskets. She uses these every day opportunities to introduce language to the children. For example, she says 'ready, steady, go' and 'goal' as the children roll the ball successfully into the basket. The children imitate her as they continue to play together repeating 'goal'. The childminder asks the children to count the balls as they roll down, which introduces mathematics into the play. The childminder provides good age appropriate experiences for the children to teach them further mathematics. For example, counting as they climb the stairs. She promotes children's early literacy skills with word and picture mats to support each topic she plans. This teaches children new words by linking sounds to pictures. Children build their readiness for school as they learn initial letters and sounds through fun activities such as, puzzles and games.

The childminder takes children on weekly outings to meet with other childminders and their minded children and to weekly toddler groups. This provides the children with regular opportunities to socialise with other children their age. The childminder supports children's communication and language with picture labelling and a photographic toy inventories. This promotes children's choice and independence from an early age. She further promotes children's independence well by encouraging them to wash their own hands. Children help each other by collecting drinks and passing them to their friends. Overall, the childminder supports children to foster independence and learn the necessary skills towards their next stage in learning or the move to school.

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

The childminder uses everyday opportunities to teach children to keep themselves safe. For example, road safety is discussed with the children during daily walks around the community. This reinforces children's developing understanding of safety issues. Children develop good healthy habits from daily routines as they are offered plenty of opportunities for outdoor play in all weathers. The childminder provides good outdoor clothing for the children to allow them to go out in wet weather. The childminder and children go on regular walks and make healthy choices at snack times. For example, fruits and drinks of water. The parents provide lunches for their children. The childminder promotes healthy eating by putting in place a policy and discussing healthy lunches with parents.

The childminder provides a stimulating and well-resourced environment indoors and outside. Children behave well because the childminder constantly supports them and keeps them fully occupied. She offers ample resources to promote inclusion and teach children to value each other's differences. For example, books that depict positive images of children with disabilities. The childminder plans topics to include multicultural resources such as, African drums and investigating fruits for a topic on a favourite book. The childminder also celebrates religious festivals such as, Diwali by providing children with clay to decorate their own tea light holders.

To ensure smooth transitions between other providers, the childminder exchanges key information with carers and teachers to support the child's development and provide continuity of care. For example, the childminder shares information such as, future planning with other providers. She obtains feedback verbally with other carers regularly and provides them with copies of progress checks for two year olds. Parents give verbal feedback to the childminder with regards to children's family holidays and current interests and she uses this as a source of information to extend their learning.

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

The childminder has good knowledge and understanding of the welfare and the learning and development requirements of the statutory Early Years foundation Stage. She is well aware of her responsibilities and accountability to meet the requirements. For example, recording children's arrival and departure times to ensure the safety and security of all children. All necessary checks have been complete for family members. Risk assessments are completed and reviewed regularly to check the safety of their environments and minimise any potential hazards for children. For example, the childminder's fence was falling down after a storm. She completed a risk assessment and took immediate action to secure the fence. Robust policies are in place and the childminder shows full awareness in them. Overall, children are free to explore in a secure and safe environment.

The childminder shows commitment to her professional development. She has recently gained a level three qualification in early years and uses her knowledge to further the learning and development opportunities for children. For example, she introduces new home made games and activities such as, sound bags and story sacks to share with the children.

Overall, effective partnerships with parents ensure they are informed about their child's learning, by easy access to their learning journals and daily discussions. Parents write thank you letters to the childminder stating that the environment is 'loving and caring' and 'secure and safe'. The childminder has frequent contact with other experienced childminder's in her local area. She makes good use of these contacts to assess her own practice for example, they share planning ideas and activities. The childminder shows good commitment towards improving her services. She has successfully addressed the recommendations from her previous inspection very well and now has a comprehensive

system in place to monitor children's progress towards the early years foundation Stage outcomes. She competently writes progress checks for two year olds and shares these with parents and other providers. This provides continuity of care for all children moving on to school or other providers.

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	134284
Local authority	Oxfordshire
Inspection number	841050
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	11/01/2012
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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