

Inspection date

Previous inspection date

25/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder and her co-childminder are highly motivated and their extensive self-evaluation system enables them to quickly identify and consistently improve their already first-rate practice.
- The childminder is extremely dedicated to supporting each child's development. Consequently, she is able to prepare children very well for their next stages of learning.
- The childminder and her co-childminder implement a highly successful system to monitor and promote children's learning and development. As a result, children are thriving and fulfilling their potential in all areas.
- Highly effective partnerships are established with parents to enable children's needs to be exceptionally well met.
- The key-person system is highly effective as children have formed significant bonds and attachments with the childminder and her co-childminder. Consequently, children's care and wellbeing is consistently promoted by all involved.
- The settling in procedure is exceptional and parents state that they feel they have received limitless support from the start. As a result, children settle rapidly into the childminder and her co-childminder care.

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 the childminder interacting with children.
- The inspector carried out a discussion with the childminder
- The inspector undertook a joint observation with the childminder
- The inspector spoke with parents.
- The inspector examined some records and documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder registered in 2013. She works at the home of her friend, who is a registered childminder, close to the town centre of Abingdon in Oxfordshire. The homeowner lives with her two children and the family has three cats. The home is within easy travelling distance of local schools and nurseries. The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll. The childminder has a level three qualification in childcare.

What the setting needs to do to improve further

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

- enhance the variety of resources and displays around the provision to depict even more positive images of diversity and disability.

Inspection judgements

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

The childminder and her co-childminder implement a highly successful system to monitor and promote children's learning and development. She accurately monitors children's progress from their starting points and keeps daily written or photographic records of their achievements and emerging interests. The childminder's observations are precisely linked to all areas of learning and development. She makes notes for each individual child's next steps and uses this information to inform future planning. As a result, children are progressing and fulfilling their potential in all areas.

The childminder and her co-childminder actively involve parents in their child's development. When children join, she obtains details from parents of what children can do on a form called all about me. This information is used towards the planning over the child's settling in period. Children's learning journeys are shared with parents every term so that they are kept up to date with their child's stages of development. The childminder involves parents effectively in their child's progress check for two year olds. She invites them meetings to discuss their child's progress and next stages of learning and development. The childminder obtains the parents views and ideas on their child's development on forms called responsive planning sheets. These suggestions are then added to the future planning. For example, potty training reward charts now the child has shown interest in toilet training. This further enhances children's continuity in learning and development by actively working in partnership with parents.

The childminder produces an extensive long term planner to introduce young children to diversity. For example, themes on different cultures from around the world. For example, Chinese culture is explored by activities such as, feeling and eating noodles with fingers and chopsticks. Children break open and taste fortune cookies and look at reference books. The childminder provides a rich variety of multicultural background music and children dance along to it. Overall, this encourages all children to value diversity. However, the childminder provides fewer resources that promote positive images of people with disabilities.

The childminder provides extensive opportunities for children to develop their skills. She uses a wide range of challenging and interesting resources and experiences. As a result, children fulfil their natural desire to explore and be involved in active learning. For example, she provides open-ended resources such as, mud, flour and cooking utensils to encourage children to explore their creativity. The childminder supports children's language increasingly well by consistently talking to them and listening to them respectfully as they communicate with her. She enhances children's opportunities to develop their early literacy skills with age appropriate rhymes such as, humpty dumpty. For example, she displays resources such as, puppets and posters to extend children's learning. Consequently, extending children's knowledge of familiar rhymes. The childminder teaches mathematical language through play such as, empty or full when pretend cooking. This excellent interaction exposes young children to new language and concepts. There are a broad range of resources that positively support and encourage children who are becoming more mobile. For example, walkers in the garden and low level sand and water trays for children to stand at. Parents state that the childminder and her co-childminder have played an active role in teaching children's physical development. Overall, children are making excellent progress in all areas of learning.

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

The key-person system is highly effective as children have formed significant bonds and attachments with the childminder. Excellent relationships with parents are established from the start. Parents complete the all about me form to detail aspects of their child's needs, interests and routines. The childminder has exceptional systems in place to support the communication with parents. For example, home link books which detail the child's daily routine. Parents comment each evening to advise the childminder of any changes or important information such as, children who are weaning onto different foods. The childminder and her co-childminder have introduced highly reflective strategies to continue to support settling in procedures. For example, an evaluation sheet is provided for new parents after their child has settle in to evaluate and suggest improvements. The childminder and her co-childminder take equal responsibility for all children in their care and this ensures that children built excellent relationships with them both. This extends to their families who have also built exceptional relationships with the childminder and her co-childminder. Consequently, the childminder consistently promotes children's care and well-being effectively.

The childminder and her co-childminder provide children with healthy options for snacks

such as, strawberries and always ensures water is freely available. The childminder and her co-childminder show highly effective commitment to healthy eating by giving parents a policy and a list of preferred healthy lunch options when they starts. Mealtimes are used as opportunities to develop children's independence and self help skills as the childminder encourages the children to pour their own milk and put on their own shoes. Therefore, she skilfully supports children's progress towards their next stage of learning.

The childminder ensures the environment is safe with excellent risk assessments systems. This means children have the freedom to safely explore and play. She enhances children's safety and well-being excellently by encouraging them to take small risks such as, balancing on logs in the garden. She supports these opportunities by taking children to play centres regularly for more challenging opportunities such as, large climbing walls. The childminder and her co-childminder promote children's healthy highly successfully. For example, children wash their own hands before meals and after toileting. She is extremely dedicated to supporting each child's development to ensure they are well prepared for their next stages of learning. For example, when children show readiness for toilet training the childminder provides a range of equipment such as, potties, toilet seats and steps to support the children's needs. She created a potty training chart and religiously sticks to it after each toilet trip to ensure that children are highly praised for their achievements. The childminder and her co-childminder provide parents with blank slips to record children's achievements at home. The achievements are then celebrated in the co-childminder's home by putting the 'wow' slip on to an achievement tree. Consequently, children's self esteem and confidence is highly promoted.

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

The childminder's very detailed knowledge of safeguarding children means that she is absolutely clear on her role and responsibility to safeguard and protect children from harm. The childminder implements up to date policies and procedures. For example, mobile phone polices and reminders on the front door. The childminder asks parents to the date, sign and record their arrival and collection times for enhanced security measures. Thorough risk assessments are in place and reviewed regularly. As a result, she maintains high standards of health and safety and security for all children. She makes sure she follows procedures rigorously, such as keeping a record of visitor's details that come to her workplace. Robust vetting procedures are in place for her co-childminder's household members to ensure their suitability. She has highly effective systems in place to keep children safe and she is able to protect children exceedingly well as they freely explore the premises.

The childminder is highly qualified and experienced, from previous roles in childcare. She demonstrates this through her high-quality practice. Nevertheless, she constantly evaluates her practice and looks at how she can enrich children's experiences to maintain high levels of achievement. For example, extending children's experiences in role play to introduce cause and effect, by baking and sampling real cakes. The childminder and her co-childminder work exceptionally well together. They demonstrate a very clear

commitment and genuine enthusiasm for their roles and responsibilities in promoting children's learning and development. They extensively evaluate and reflect on their practice to quickly identify and prioritise improvements to children's care and learning. The childminder and her co-childminder enhance their self evaluation by the including the views of those who use the service such as, parents and early year's advisory teachers. The childminder gathers parent's views through several methods, such as evaluations of settling in periods and responsive planning sheets. She adds general suggestions from daily diaries to the self-evaluation and she takes prompt action to secure improvements at the earliest opportunities. For example, extending the variety of pureed fruit to allow babies to re-taste fruits they tried at home.

The childminder and her co-childminder establish excellent partnerships with parents from the start, parent's state that they receive limitless support. They both go above and beyond their roles and responsibilities, for example, extending their hours for families. This ensures high levels of continuity of care. She provides parents with a wealth of information regard all aspects of the provision. This highly effective partnership between the childminder, her co-childminder and the parents enable her to quickly identify children's needs and plan successfully for the next steps in learning. As a result, children make outstanding progress in the childminder's care.

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	EY467965
Local authority	Oxfordshire
Inspection number	949260
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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