

Inspection date	14/07/2014
Previous inspection date	12/09/2013

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

- Children form positive confident relationships with the childminder and her family, helping them feel secure and happy.
- Children's communication and language development is well supported throughout all the play opportunities.
- The childminder demonstrates a secure understanding of her responsibilities to safeguard children, her home is safe and secure and this supports the children's wellbeing.
- Partnerships with parents are purposeful and clearly support continuity of care for the children. Parents keep up to date and well informed about their children's learning.

It is not yet outstanding because

- Children do not consistently have opportunities to support and develop their understanding in mathematics.
- Children are not fully aware of the toys and resources available in order to make choices and decisions in selecting toys, activities and resources.

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 garden, playroom and sitting room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's developmental records, children's records, planning documentation and a selection of policies and procedures.
- The inspector observed children and the childminder at play.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and their two children, in Carterton, Oxfordshire. The family has a cat. The childminder uses the ground floor for childminding together with two first-floor bedrooms. Toilet facilities are available on both floors. Access to the home includes a step into the house. There is a garden available for outside play.

The childminder is registered on the Early Years Register and is caring for one child in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for four older children. She offers care on a daily basis, before and after school, and during school holidays. She walks to the local school and other early years facilities to take and collect children. The childminder holds a BTEC National Diploma at level 3 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:

- introduce more mathematical language about the names of shapes, colours and numbers during play and planned activities
- increase opportunities for all children to make choices and decisions about toys and resources by using pictures, real objects and signs alongside words in both the indoor and outdoor learning environments

Inspection judgements

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

Children are happy, self confident and relaxed within the care of this childminder. The childminder supports children's friendships well as she encourages the children to share resources and play nicely together in the sand. The quality of teaching is good. The childminder provides a broad range of activities for the children inside her home and in the local community. This enables children to successfully develop their skills across all areas of learning.

Communication and language development is very well supported and encouraged by the childminder. As she listens attentively to the children and communicates to them about their ideas and suggestions. For example, when a child explains her doll needs the toilet, the childminder communicates to her about needing to find the potty quickly. This aids the children's understanding about self care, whilst supporting their knowledge and

imaginative play. The childminder plays well with the children and ensures she makes eye contact and uses expression in her voice and clues within her communication. For example, when the children are counting and talking about the colours of the bricks, the childminder asks the children what colour they are using, while sounding out the first letter, such as 'w' for white. This successfully builds the children's understanding and vocabulary.

Children have a range of materials and sensory activities to support their creativity. For example, they enjoy cooking, drawing and creating pictures from paints and pens. In addition the children enjoy exploring and mixing with the sand and mud kitchen. Although the childminder has a range of tools and equipment for these areas, there is less opportunity for the children to build upon their mathematical language. For example they have less chance to talk about shapes, space and measures which limits this area of their learning. Children have good opportunities to make independent choices as the childminder has a child friendly play room, with a good range of inviting toys and resources. Children's independence is well supported as the children can choose activities available to them in low-level boxes. However, children are not always aware of all available resources. For example, illustrated and written labels are not fully in place to help children to know what is available and to aid their development that words carry meaning. Despite this, children's literacy is suitably supported as they create patterns with the sand, which supports their early attempts at making marks for writing, and they have a good selection of books.

The childminder has a secure knowledge of the learning and development requirements and of the observation, assessment, and planning cycle. The childminder has suitable documentation in place to carefully monitor the children's progress, which in turn helps her to develop their skills ready to move onto pre-schools and school. Parents are kept well informed about their children's progress and encouraged to share relevant information. This helps the childminder to plan effectively for individual children.

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

Children have established strong and secure attachments with the childminder, despite some only being in her care for a short period of time. This shows that the childminder is kind, calm and consistent in her approach of meeting the children's individual needs. The childminder has good methods in place to enable her to get to know the children. These include settling-in visits, discussions and meetings with parents and other professionals involved in children care. This contributes to the childminder knowing children well and promotes continuity in their care. This also means the move from home or other childcare establishments to the setting is smooth for children.

The childminder manages young children's behaviour calmly and patiently and she understands the importance of being consistent in her expectations. Children are encouraged to share, be kind and to use good manners at all times. The childminder praises children meaningfully for their efforts, helping to develop their confidence and self-esteem. Children are safe and secure within the environment and have use of inside and

outside play areas. Daily checks and written risk assessments promote children's safety in the home, garden and on outings. Children are developing a good understanding about how they can remain safe. For example, the childminder regularly practises fire drills with the children, to enable them to act safely in the event of emergency. In addition, they are learning about road safety as they walk to community groups and toddlers within the local area. This contributes to children's developing understanding of safety.

Children learn about a healthy lifestyle through the positive example the childminder sets them. She encourages them to have frequent drinks and undertake topics for growing fruits and vegetables. Children are taught simple independent routines to aid their self help skills, such as hand washing and sitting at the table to eat. All children sit together at snack and mealtimes. This promotes children's social skills and assists their learning routine to be ready for school. The childminder ensures that children have good opportunities for fresh air and exercise, which fully promotes a healthy lifestyle for children. For example, children receive daily opportunities to play in the garden and visits to parks and toddler groups.

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

The childminder has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her knowledge of child protection issues is secure. She has a secure awareness of the potential signs of abuse and neglect and she understands the procedures for reporting concerns. The childminder has been proactive since her last inspection and fully reflective upon her practices and home environment. For example, she now has effective procedures and risk assessments in place to ensure she keeps children safe on outings and at home. For example, the garden is secure and children are consistently supervised inside and out of the home. In addition, the childminder has an accurate understanding of the importance of completing accident and incident logs and has them readily available for parents if an accident occurs. The childminder has a good range of written policies and procedures in place. These contribute to the childminder having a good understanding of her responsibilities in promoting and safeguarding children's welfare.

The childminder has undertaken detailed self-evaluation. This has enabled her to accurately review and reflect upon her current practices. She is committed to enhancing her provision and has enrolled on future training to support and promote children's developmental and to support her practice. The childminder has a good understanding of the learning and development recruitments and has good records in place to aid her in observing and identifying potential next steps in development. The childminder works closely with parents and ensures that all parents receive verbal communication at the end of the day of the child's well being and achievements. The childminder does not currently care for any children who attend other early years settings. However, she is aware of the importance of partnership working to promote continuity of care for children.

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	EY407594
Local authority	Oxfordshire
Inspection number	963382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	12/09/2013
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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