

## Inspection date

Previous inspection date

27/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 provides a welcoming, safe and stimulating environment where children feel secure and settled.
- Young children explore through using their senses, and the childminder provides natural materials such as sand, water, shells and pine cones to support their understanding of the world.
- The childminder is successful in engaging the children in learning as they play. She paces activities well to match the concentration span and interest of the children.
- The children benefit from good support to use language for communication and to begin to become competent in speaking and listening.

### It is not yet outstanding because

- Young children have fewer opportunities to play with mark-making materials because they are not always easily available to promote their creative development and early writing skills.

## 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 made observations of children playing in all the rooms which children use.
- The inspector had discussions with the childminder during the inspection.
- The inspector sampled paperwork which included suitability checks, policies, risk assessments and children's learning records.
- The inspector spoke to parents to collect their views.
- The inspector invited the childminder to take part in a joint observation.

## Inspector

Victoria Weir

## Full report

### Information about the setting

The childminder registered in 2012 and is on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The childminder lives in Abingdon, Oxfordshire, with her husband and three children aged 21 months, five years and seven years. The whole of the house is used for childminding, with main care taking place on the ground floor. There is a fully enclosed garden for outside play. There are four children currently on roll.

### What the setting needs to do to improve further

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

- extend opportunities for young children to play with mark-making materials to further promote their imaginations and early writing skills.

### Inspection judgements

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

The childminder provides a stimulating environment that encourages children to explore all areas of learning and to be inquisitive. She gathers information about children from parents and makes sensitive observations on children's play to plan next steps for them. This process enables her to respond effectively to children's individual needs and capabilities, and to prepare them well for their next stages in learning. She plans interesting and stimulating activities to engage the interest of young children. For example, she provides a shallow tray of flour with oil, glitter and small world construction toys, which children may add. Such activities encourage children to use their different senses to explore different textures, shapes and materials. The childminder uses good quality, ongoing interaction to promote children's communication and language development. She uses vocabulary relevant to the activities children engage in so that they can begin to link words with objects. She ensures that children have time to respond to new ideas and are involved in regular conversations. For example, when children delight in finding snails in the garden, they are encouraged to express how they feel on their hands. The childminder shares books with children throughout the day, which excites their imagination and supports their early literacy. For example, younger children take away a book, which the childminder has read to them, and they look at the pictures and repeat the key phrases.

Physical activity toys indoors, such as a rocking horse, encourage children to practise different movements and gain control in using their muscles. The childminder supports children well, challenging their physical skills while keeping them safe. She makes good use of the local environment and local attractions to extend children's understanding of

the world around them. She takes children regularly to a farm park and makes monthly trips to a forest group where children can enjoy freedom to explore nature. She also makes good use of the garden, for example, supporting children to measure volume, play imaginatively and develop their senses in the mud kitchen. Young children have some opportunities to play with mark-making materials where they can represent their ideas. However, these are not always easily available to fully promote children's creative development. For example, chalks are available outside for children to draw but similar resources are not always readily available indoors. Children develop their mathematical skills as the childminder supports them to count and explore pattern and measure. For example, the use of a wide collection of natural materials supports children to count and the childminder encourages children to note the pattern of tracks they make in the sand as they roll toys through it.

The childminder keeps parents well informed of their children's time with her and of their progress. She provides detailed daily diaries, and engages in daily discussions. Parents have clear information about her provision as she provides policies to all parents and weekly planning. Informative development records and photo albums are available to parents at anytime and the childminder routinely agrees observations and next steps with parents. She is also proactive in making suggestions to parents to help them support their children's development at home.

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

The childminder provides a welcoming and safe environment where children feel secure and settled. Children show confidence as they interact with the childminder and each other. The childminder has a good rapport with the children and there are many instances of laughter as they play together. Young children show genuine emotional attachments to the childminder as they turn to her for physical comfort and enjoy being close to her. This means children are ready to learn through their play since they feel safe and secure. The childminder is a positive role model by promoting kindness and acceptance of others. The children know their routines well, which are created in discussion with parents around their individual needs. As a result, children behave well and show care for others.

The childminder supervises young children closely to promote their safety, keeping them within sight and/or hearing at all times. The childminder promotes a healthy and active lifestyle in a positive way. Children are able to engage in physical activity and enjoy the fresh air outdoors on a daily basis. The childminder supervises young children closely while they eat and drink to help keep them safe. She recognises when young children are hungry, or children need nappy changing and responds promptly and calmly to their individual needs.

The environment is clean and well organised and welcoming. Children are encouraged to help themselves to a wide range of resources which are in their reach. This supports children to develop their independence and helps them link their learning well. For example, the children read a dinosaur book, then go and pick up some small-world dinosaurs to play with. The childminder has created home picture books, which the

children enjoy sharing with visitors and each other. This gives them a sense of belonging and supports them to develop their relationships with each other. The childminder takes the children to weekly toddler groups where children are supported to sit and share snacks, stories and songs with larger numbers of children. This helps supports children to make transition to preschool and school.

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

The childminder demonstrates a secure understanding of her responsibility to meet the legal requirements as set out in the Early Years Foundation Stage. She is aware of possible symptoms of children at risk and knows what to do if she has concerns. She maintains clear risk assessment documents, which help her to provide a safe and secure play environment. The childminder gains information from parents so that she knows any individual health needs. She shares helpful advice on how to promote healthy eating.

The childminder's observation, assessment and planning process demonstrates that she provides a good range of activities and experiences across all areas of learning. It also shows that the childminder is consistent in her assessment of children so that she can identify those who may need extra support. She is currently studying towards an early years qualification. She states that this is helping her to develop a greater understanding of child development and to think more carefully about learning through senses. The childminder is reflective about her standards of care and very enthusiastic about her work with children. To improve her practice, the childminder makes use of local contacts in her community. She shares good practice with other childminders and staff at the local children's centre. This helps her to maintain good standards. Since registration, she has developed a mud kitchen outdoors and developed a focus on planning and assessments. She invites parents to contribute their views of her provision through on-going discussion and parent questionnaires.

The childminder promotes positive partnerships with parents. Parents speak highly of the care the childminder offers. They like the support that she provides to children's learning and notice progress in their child's speech and social relationships. She encourages parents to write in children's records of development and daily diaries to provide valuable information to support her care for the children. The childminder has procedures in place to communicate with other settings, which children may attend to ensure that children receive good continuity in their care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY449200
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	904471
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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