

**Inspection date**

28/07/2014

Previous inspection date

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**

- Children make good progress as the childminder assess children's skills, knowledge and abilities accurately and use this information to plan how to improve their learning and development.
- The childminder spends time engaging in purposeful dialogue with children, which support them to be confident communicators.
- Parents are well involved in their children's learning through a good exchange of information, which encourages parents to share children's achievements at home.
- The childminder supports children well to play in a relaxed environment and enjoy activities that she bases on their interests to enhance their enthusiasm.

**It is not yet outstanding because**

- During some routines, the childminder does not always encourage children to take an active role to develop their independence fully.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector made observations on children's play in all areas they use.
- The inspector spoke to the childminder and children as appropriate.
- The inspector spoke to parents and gathered their views of the provision.  
The inspector sampled a range of documentation including suitability checks,
- qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector completed a joint observation with the childminder.

## Inspector

Victoria Weir

## Full report

### Information about the setting

The childminder was registered in 2014. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with her mother who is also a registered childminder. The childminder lives with her mother, father and sibling in Kidlington, Oxfordshire. The downstairs area of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. Local facilities are within walking/short driving distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. The childminder co-child minds with her mother. Currently, there are 11 children on roll who are in the early years age range including two school-aged children.

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

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

- further develop routines that enable children to look after themselves, for example, by taking part in preparing their own food and washing their own hands.

## Inspection judgements

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

Children in the childminder's care make good progress. The childminder collects clear information from the parent when children first start at the setting, which establishes their level of learning and development and their individual needs. This means she is quick to tailor her provision to support each child to settle well and learn. She records detailed observations of their play in their personalised learning journals, supported with photographs of them at their activities. This information helps the childminder make targeted plans for children's individual next steps to enhance their learning. The childminder has a clear knowledge of each child's progress across all areas of learning gained from observations.

She demonstrates a secure understanding of how to engage and capture children's interests to extend their ideas and thinking. The childminder plans and sets up the environment daily to reflect individual children's preferences after observing children's play, talking to parents and listening to children's views. This means that children sustain their play well as they experience challenge that is designed to enhance their individual capabilities. For example, young children who have a strong interest in cars enjoy playing with a set of small vehicles to develop their choosing words, which the childminder has purchased especially for this. Older children, who have recently visited a story festival with their family, recreate a festival cafe as they write the menu on blackboards and make playdough food. The childminder interacts with children skilfully, providing suggestions

and offering ideas. This interaction helps children's learning and encourages children to concentrate. For example, children experiment with different ways of linking number mats together to stay in sequence.

The childminder helps to foster children's communication and language skills. She provides a commentary for younger children who are developing words as she describes to them what they are doing. She skilfully extends this by offering many new words, for example, how to say 'all gone'. The childminder introduces language in rhymes and songs, emphasising key words to help support children's understanding of instructions such as 'shake' and 'wipe'. Children listen as the childminder reads books and they demonstrate interest in animal sounds. They enjoy the physical action of turning the pages of books. Pictures of themselves and people special to them, helps engage younger children's interest in printed materials as they name people and listen as the childminder talks to them about others. Older children are confident talkers who engage in conversations with the childminder about a range of subjects as they sequence and recall experiences. This helps them develop good relationships between each other.

The childminder gives good support to help children progress their physical skills. For example, younger children are encouraged to be active as the childminder encourages them to progress their walking and balancing skills as they run and bounce using alternate feet. She ensures older children have varied opportunities to develop their large physical skills effectively. For example, they explore large equipment in parks, on walks and through exploring sand and water in the garden. The childminder focuses children's attention on a wide range of mathematical words in conversation and in enjoyable games. These activities include spotting numbers in the environment and problem solving as they work out their ages. Children gain good early writing skills as they freely draw and paint using chosen colours and name their work. Children enjoy using their imagination while they role play and use natural items, such as stones and leaves, as props in their play. Children carry out their ideas confidently by fetching items they need and doing things for themselves. As a result, children gain independence skills to stand them in good stead for their next stage in learning.

Although this is a relatively new setting, partnerships and communication with parents are already strong and a good two-way flow of information is in place. This means that parents are equally able to continue to build upon their children's learning at home. The childminder uses a daily diary to record children's activities and routines, and parents access their children's learning journals. As a result, children experience continuity in their learning and development.

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

The childminder gathers crucial information about the children prior to them starting at the setting through All about me sheets that parents complete. She invests time in settling children in and works closely with parents to share information about individual children's well-being to ensure she meets their needs fully. The childminder supports all children to feel comfortable and secure. Thoughtful care and attention is given by the childminder to

children's individual care routines, sleep patterns and parents' preferences. Children receive plenty of cuddles and attention. As a result, children enjoy their time with the childminder. She knows them very well and they have secure and trusting relationship with her. This provides a firm base for promoting children's personal, social and emotional development and developing skills for the future.

She provides a well-resourced, calm and welcoming environment. The setting is organised to encourage children to make their own choices about the play materials and toys they play with. They can supplement toys that are set out by the childminder as they choose from a picture toy catalogue. The childminder provides a good range of physical activities, that she plans well, to help children make good progress in their physical development. Children regularly visit parks and activity areas where they can use swings, slides, run around and practice throwing and catching balls. Children can use the outside throughout the day as they free flow. This helps to support children to develop an understanding of the importance of physical exercise.

The environment is risk-assessed effectively by the childminder. This helps to ensure that children learn about risks in their environment and how to manage them effectively. For example, the childminder teaches young children how to move around the play room safely while toys are on the floor. The childminder works with parents, who provide their children's snacks and lunch, to ensure that a wide range of fresh vegetables, fruit and water are part of the children's daily diet. This encourages children to make healthy choices about what they eat and drink. Routines for children generally support their growing independence as children develop their personal skills. Older children are encouraged to wash their own hands and take themselves off to the toilet. However, the childminder does not always encourage children to be involved in the preparations for their meals and occasionally younger children do not take part in cleaning their own hands.

Children behave well. The childminder values their good behaviour and it is encouraged by the childminder's consistent praise and acknowledgement of children's achievements. The childminder uses gentle reminders to encourage children to share and take turns when playing.

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

The childminder provides quality childminding that benefits children and their families. She has a robust knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements. She implements these with care to create an environment that is child friendly and works with a co-childminder to ensure that only vetted people may have sole charge of the children. The childminder has a very good knowledge about child protection issues. Through repeated training and experience, she is well aware of how to respond if she has a concern about a child. She regularly reviews her detailed, recorded risk assessment for the environment to minimise hazards for children, so that they play freely and safely. The childminder also risks assesses children's outings

well, including on local walks and visits to a park and other places of interest. She supervises children constantly to meet their changing needs and keeps them safe at all times.

Although the provision is new, the childminder has worked in childcare previously and studied to have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Using this knowledge, the childminder has made a successful start to closely monitor the progress of young children; this enables her to provide termly summaries of children's achievements. The childminder has plans in place to carry out the progress check of two-year-old children. Robust planning ensures that children benefit from a balanced curriculum, and receive good support in all areas. The childminder reflects on her practice through discussion with her co-childminder and written evaluations of children's activities. She identifies well-targeted priorities for development. She appreciates her local authority advisor's support to help secure future professional development. She attends local childminder network events in order to increase her knowledge and understanding further. This means that children get the best service she can provide.

Partnerships with parents are good as the childminder values the views of parents about their children strongly, including those expressed in questionnaires. Parents warmly praise the welcoming, friendly childminder, saying that their children are really happy and look forward to coming. Parents know their children are safe and thoroughly enjoy their time in the loving, stable and secure, home-from-home environment. They are confident that their children benefit from the childminder's individualised encouragement and teaching for them to learn and develop. She is particularly committed to collecting the views of children who use the setting and tailoring her provision round the particular interests and needs of children in her care.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY472232
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	956385
<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>	6
<b>Number of children on roll</b>	11
<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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