

## Inspection date

Previous inspection date

28/07/2014

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

- Children's personal, social and emotional needs are well met by the childminder. Consequently, children are happy, settled and the relationship between the childminder and the children is good.
- Children learn through play in a stimulating environment that is safe and secure. They are safeguarded because the childminder is aware of her responsibilities to protect them from harm.
- Children's communication and language development is promoted effectively by the childminder. She encourages babies to develop language by modelling language well.
- The childminder makes good use of local amenities and other early years provision to enhance the children's learning experiences.

### It is not yet outstanding because

- The childminder has not fully developed a two-way exchange of information with parents to ensure children's needs are quickly identified and met.
- The self-evaluation process is not fully maximised to gain the views of parents in helping to identify areas of weakness to help improve practice and provision to support children's achievements overtime.

## 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 the children.
- The inspector sampled records and documentation.
- The inspector gained the views of the parents.
- The inspector spoke to the childminder at appropriate times during the inspection.

## Inspector

Sally Hughes

## Full report

### Information about the setting

The childminder registered in 2014. She lives in the Headington area of Oxford city, within easy travelling distance of local schools, pre-schools and amenities. The childminder operates during Monday to Thursday from 8.00am until 6.00pm, all year round except for bank holidays. The childminder offers before and after-school care and care during the school holidays. The whole of the ground floor flat is available for childminding, with a bedroom for daytime rest for younger children. 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. The childminder has a qualification in childcare at level 3. Currently, there are two children on roll in the early years age group attending 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:

- further develop self-evaluation by gaining the views of parents to help identify areas of weakness, and improve practice and provision, to fully support children's achievements overtime.
- strengthen partnerships with parents by improving the two-way flow of information about their child's development and achievements at home to meet children's needs more effectively.

## Inspection judgements

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

The childminder is effective in observing and assessing children's learning needs. As a result, children are well supported and make good progress. She plans for learning, which is tailored to their individual needs and monitors children's progress in their learning journey. She is aware of the requirement to provide parents with a progress check for children aged two years and when she needs to complete this. During each child's induction, the childminder initially obtains information from parents about their child's care and learning needs. However, she does not keep up-to-date information from home as children's needs change and develop. Therefore, the partnership with parents is not fully maximised with regard to a two-way flow of information. Subsequently, this would enhance the childminder's planning for children's learning further by identifying their needs in a more effective way. Children enjoy a good variety of activities in the stimulating play environment. The childminder is supportive in helping young children to develop positive self-esteem by praising their achievements, for example, when they attempt to

build a tower with stacking beakers. The childminder currently cares for very young children and their personal, social and emotional skills are effectively promoted. The childminder is kind, caring and reassuring; as a result, children are happy, settled and secure. She provides a good range of resources and activities so that children can explore using their senses. Children enjoy the sensory experience of feeling the sand run through their fingers and enjoy exploring with the bubbles when they play with the water. Children explore pinecones, which they have collected on a local walk, by touching and feeling them. The childminder extends their learning by counting the cones as the children pass them to her one by one. Young children are able to share their feelings through expression and gestures and begin to use some recognisable and developing language. The childminder promotes communication and language development effectively by speaking clearly to the children so that they hear words and repeat them. For instance, she repeats 'sweep, sweep, sweep' as she sweeps the sand together with the children's help when in the garden. The childminder interprets the needs of young children extremely well, in particular, the sounds and gestures they make when they are becoming tired or hungry and need a snack. The childminder fosters a very positive attitude to equality and diversity by providing a good range of multicultural toys, books and activities. The childminder effectively promotes children's physical development. Young children benefit from a variety of stimulating toys to explore and there is suitable space for them to move their bodies freely and safely. The childminder provides babies with cloth books, board books and lift the flap books, which help to promote good hand-to-eye coordination skills as well as developing their early interest in literacy. The children go for walks or play in local parks where they get fresh air on a daily basis. In the garden, there is a range of equipment to promote children's physical development and to encourage children to be active and healthy as they play and learn.

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

Children are happy, settled and secure. The relationship between the childminder and the children is very good and their personal, social and emotional development is addressed well by the childminder because she knows their individual needs and routines. Children are prepared well for their transition into other early years settings, reception class and school. For example, they socialise with other adults and children at local toddler groups and nurseries. The childminder uses positive behaviour strategies for managing young children's behaviour, which helps to boost their self-esteem. The childminder promotes children's independence effectively by encouraging them to make choices about activities and resources. Resources are interesting and exciting and are chosen to meet the children's learning and development needs appropriately. The childminder creates a warm nurturing environment for children. Children enjoy the calm and happy atmosphere, which the childminder creates by playing nursery rhymes for them to listen to. Children's good health is promoted because the childminder encourages them to be physically active. They regularly go for local walks and play in the garden, which is used throughout the year. She teaches children how to keep themselves safe. For example, they learn how to cross the road safely and learn why they must hold hands or hold onto the buggy when they are out walking. Parents provide healthy lunches and the childminder provides healthy snacks and drinks of water or milk. She addresses food hygiene requirements consistently in order to

protect the children's good health. The childminder ensures the children's welfare is addressed positively by providing an environment that is healthy, safe and welcoming.

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

The childminder ensures that her home is safe, secure and welcoming. She is fully aware of her responsibilities concerning the safeguarding of children in her care. All necessary suitability checks have been completed. Parents are made aware of the childminder's safeguarding policy and she provides information about the Local Safeguarding Children's Board. The childminder plans and monitors the educational programmes effectively to ensure all children make good progress across the seven areas of learning. She has good understanding of the requirements for the Early Years Foundation Stage. She currently has a strong focus on physical development, personal, social and emotional development, communication, and language development in her planning because the children in her care are very young. The childminder is committed to improve her provision. She has recently attended training courses on safeguarding, first aid and food hygiene. She welcomes advice and support offered by local authority childcare development workers. Through self-evaluation, the childminder identifies strengths in her practice and her current priorities. She clearly demonstrates a drive for improvement to support children's learning as she plans to undertake further training to improve practice. However, the childminder does not currently involve parents in the evaluation of her practice by seeking their views, to help identify areas for development to improve her service. The childminder provides a wide range of exciting resources that meet children's different learning needs effectively and which she maintains in good condition. The childminder keeps any required documentation up to date and in good order. The childminder is fully aware of the importance of obtaining as much information as possible about each child's care and learning needs and agreeing with the parents how they can work together to meet these needs. Parents share their positive views on the childminder's effective practice. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. The childminder is committed to provide a stimulating and exciting environment in which children are nurtured and cared for; as a result, they make good progress in their development and learning.

### **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

<b>Unique reference number</b>	EY470514
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	953631
<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>	2
<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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