

Inspection date

Previous inspection date

29/07/2014

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

- The childminder sensitively settles children into her care and develops warm, trusting and caring relationships with them. As a result, this helps children to feel safe, secure and supports their emotional well-being.
- The childminder provides an engaging and fun variety of experiences through a good balance of child-initiated and adult-led activities. She uses these effectively to build on information from parents about children's interests and capabilities to encourage and support their learning and development.
- The childminder has established strong partnerships with parents, which highly contribute to meeting children's individual needs.
- The childminder assesses and monitors children's learning and development effectively to promote good progress.

It is not yet outstanding because

- There are not enough opportunities for children to freely explore information and communication technology resources in order to fully support their learning and development in this area.

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 main downstairs rooms and garden and interacted with the children.
- The inspector spoke to the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's development records and a selection of policies.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Sandra Woolley

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. The childminder lives with her partner and their two young children in Didcot, Oxfordshire. The downstairs area of the house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder offers care all year round, Monday to Friday except bank holiday and family holidays. 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. Currently, there are four children on roll in the early years age group.

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 children to freely explore age-appropriate information and communication technology by providing a range of suitable resources that children can use to support their learning.

Inspection judgements

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

When a child starts with the childminder, she discusses their particular abilities, needs and interests with their parents. She records this information including what the child likes doing at home. The childminder used this information along with her observations to establish each child's capabilities and starting points. The childminder uses ongoing observations that enable her to plan activities and offer support or extra challenge, tailored to each child's emerging skills and stage of development. She records clear and relevant written observations, supported with photographs, in a learning journey folder for each child. The childminder links observations of children at play to the seven areas of learning. This ensures she clearly identifies any next steps and uses them to inform the future planning of activities. Children's good progress is evident and they are developing the skills and confidence that will support them for their future learning and their eventual move into school. The childminder develops positive relationships with parents. They are able to view their child's learning journey folder at any time and contribute frequently, thereby promoting a united approach to their children's learning. The childminder clearly organises an appealing variety of resources at low level. These are labelled with pictures and words, making them easily accessible and ensuring that all children can choose toys and activities confidently. This allows them to engage in exploratory play and develop their independent learning.

Children are keen and motivated to learn and enthusiastically explore the activities

available. The childminder offers a good balance of child-initiated and adult-led activities and actively and skilfully gets involved to effectively support children's learning. For example, when children decide to do some gardening and plant vegetable seeds, she skilfully follows the children's lead. The childminder joined in chatting, asking open-ended questions and extending the children's vocabulary sensitively without disrupting the flow of play. She extended this activity naturally by talking about healthy food choices, how long they would take to grow and how they could eat the vegetables for snack or lunch, when they were fully grown and ready for harvesting. This level of engagement supports children's communication and language skills and their personal, social, emotional and physical development as well as extending their understanding the world development.

Children have opportunities to take part in role-play activities with a variety of resources both indoors and in the garden, which promotes their imagination. They play with sand, water, paint, treasure baskets and explore natural materials. They enjoy cooking, drawing, jigsaw puzzles, small-world toys and going on insect hunts. They enjoy building with bricks and playing on a climbing frame and slide in the garden. However, there are few opportunities for children to explore information and communication technology toys in order to support their learning and development in this area. The childminder plans trips out every day to a variety of places that include the local park, shops and toddle groups.

Overall, the childminder helps children learn by providing enjoyable, stimulating learning experiences based on knowing the children very well. She knows the starting points of the children and understands how to support their learning and development so they are ready for the next stage of their learning and school.

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

The childminder's home is a welcoming and stimulating environment for young children. She works closely with parents to sensitively settle children with the move from home into her care. Parents provide information about what their child likes to do at home, their favourite activities, naptimes and routines. This information helps her to get to know the children in her care very well, enabling her to meet their individual needs and promote their well-being and independence. The childminder values children's individuality and is mindful and respectful of different cultures and beliefs.

The childminder is warm, caring and attentive and children develop positive and trusting relationships with her, which supports their emotional well-being. They clearly feel secure with her and remain comfortable and at ease when a visitor arrives at the home. The childminder is a good role model to the children through her lovely, calm manner. She treats the children with respect and kindness, resulting in the children being considerate of one another and there are clear reasonable boundaries of behaviour. The children are very happy, confident and inquisitive, which is building a good foundation for their future move to school. Children's healthy lifestyles are very well promoted through trips out in the fresh air every day, free-flow access to the garden and healthy food choices, for example, fruit for snack and growing their own vegetables for future mealtimes. Children can rest or sleep according to their individual needs, in a quiet area of the living room or in a

bedroom upstairs. This means they wake up refreshed and ready to resume their play.

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

Children are kept very safe as the childminder fully understands her role and responsibility to protect them from harm. She has completed safeguarding training, has a clear and comprehensive safeguarding policy and understands the procedures to follow if she had concerns about a child. The childminder understands the importance of risk assessments and is vigilant to minimise hazards, enabling children to play freely and safely. The childminder maintains a good adult-to-child ratio enabling children to receive high quality care and teaching. The childminder has a secure understanding of child development, how children learn and she understands about the seven areas of learning and development in the Early Years Foundation Stage. The childminder closely monitors the children's progress and plans activities and experiences for them accordingly. This ensures that the children are well supported in making good progress and any gaps in their learning can be closed. The childminder reflects on her practice and identifies any area in which she could improve the provision she offers. She actively seeks and welcomes parents' views and feedback and the views of children in her care appropriate to their age and stage of development.

Parents are very positive in their comments about the childminder and happy to confirm how they feel about her. One parent said how the childminder is 'very kind, helpful and reliable'. Other parents say how their child's speech had improved since starting with the childminder and how their children have become more 'confident and outgoing' in the childminder's care. Parents are happy with the progress their children make in her care and would happily recommend her.

All required documentation is well maintained and readily available for inspection. Comprehensive details are gathered about each child and written parental consents are obtained to ensure children are cared for according to parents' wishes. Information such as, training certificates, policies and other relevant information, is shared with parents. The childminder establishes positive and trusting relationships with parents and promotes a regular and open exchange of communication between them. This ensures parents are well informed and individual children's needs are met and their welfare promoted.

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	EY472912
Local authority	Oxfordshire
Inspection number	956902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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