

Inspection date	12/08/2014
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has good knowledge of how children develop and learn, and because of this children are well supported and make good progress in all areas of learning.
- The childminder forms good secure attachments with the children which promotes their well-being and independence.
- The childminder implements good systems for sharing a two-way flow of information with parents. As a result, parents feel included in their child's learning.

It is not yet outstanding because

- The childminder plans few opportunities in the outdoor area to promote children's understanding of the natural world.

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 carried out a discussion with the childminder.
- The inspector observed children during activities inside and outdoors.
- The inspector spoke with parents and children during the inspection.
- The inspector scrutinised a range of relevant documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder registered in 1993 and she lives with her adult son in Kidlington. Her adult daughter visits the home out of term time. The home is within easy travelling distance of local schools and amenities. The whole of the ground floor of the home is used for childminding with access to one bedroom for daytime rest if required. 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 currently has four children on roll; one child attends full time the rest are 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:

- extend opportunities in the outdoor area to promote children's understanding of nature, particularly, exploring living things and how various plants grow.

Inspection judgements

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

The childminder has good knowledge of how children develop and learn. As a result of this, children are well supported and make good progress in all areas of learning. She implements a comprehensive system to monitor children's progress and this begins on the child's very first settling-in visit. During the first visit, the childminder observes the child, while she talks with parents to gather key information about children's abilities. In addition, parents complete an all about me form which obtains further details about children's interests and needs. This helps the childminder to identify how she can help each child to settle in her care and to effectively inform her initial planning. The childminder records observations on the children and links them to the seven areas of learning. This helps her to plan activities to help each child move on to the next steps in their learning. She effectively uses information from the observations to summarise each child's progress to make sure there are no gaps in learning.

Overall, the childminder offers a broad range of activities and resources that challenge children across the seven areas of learning. For example, she encourages children to build train tracks before they play with them to encourage their problem solving skills. The childminder encourages the children to count objects such as the counters for games and when walking up steps. This promotes children's early mathematical skills. The childminder encourages children to create their own ideas by providing them with the materials they choose. For example, one child asks to paint a picture with red and green paints. The childminder helps her to access these coloured paints and children develop

their creativity as they paint pictures of their choice. She offers plenty of outdoor play and provides overall, good activities to continue children's learning outdoors. For example, chalks and colouring pens are freely available to draw and write. However, there are fewer opportunities to develop children's understanding of the natural world outside. Children have limited opportunities to explore nature and how things grow, for example.

The childminder effectively promotes children's communication and language. She makes eye contact with the children at their height and speaks very clearly to them. This means that they can hear the words she says clearly. She repeats specific words several times during play and children repeat these words. Consequently, children build new vocabulary and new skills in their communication and language,

The childminder provides good opportunities to develop children's physical skills. She offers a wide variety of toys and activities to encourage children to be active. For example, children play with bats and balls, and ball pools. The childminder takes the children on regular walks to local parks and school. This gives the children plenty of exercise and fresh air.

The childminder keeps a daily diary of children's recent achievements, sleep and care routines, and food eaten while at her home. This helps engage parents in their children's learning and encourages a two-way flow of information. Parents record similar information about the child's learning and routine at home. This provides continuity of learning and care for the children between the two environments. In addition, the childminder shares the children's progress records regularly with the parents. These records include the observations and assessments on their child's learning. Parents state how useful these are and how they feel included in their child's learning.

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

The childminder forms secure attachments with the children which promotes their well-being and independence. For example, she cuddles children before they are about to have a sleep, which means they feel secure. Children appear to feel safe as they explore their surroundings. For example, children greet new visitors with smiles. The childminder has a strong awareness of each child's individual routine which she follows well. When children sleep through snack time, she offers them snack soon after they wake. Consequently, children build trust and security in their relationship with the childminder, as she effectively meets their needs.

Overall, the childminder's home is welcoming and she offers lots of stimulating resources and activities. Inside, the wide range of resources are visible to all children. This helps them to choose what they wish to play with. The childminder has a gazebo in her garden. This offers children access to the garden and the resources on offer, in all weathers. However, there are fewer opportunities to develop children's understanding of the nature outdoors. For example, they do not have many opportunities to investigate plants, bugs and birds.

The childminder uses plenty of positive language and praise consistently with the children. She gets down to their level and speaks calmly to them. She reminds the children to share and engage in play with each other. Consequently, children behave well. They listen and respond well to the rules the childminder sets. For example, children pass pens and paper to each other and ask them if they would also like to do drawing. The childminder clearly explains risks to children to teach them how to keep themselves safe. She takes children on walks around the community and teaches them about road safety. For example, by asking them to stop at the roadside, look left and right. She allows them to take small risks but stands close by to support children when necessary. This helps to build children's independence and awareness of keeping themselves safe.

The childminder shows good commitment towards promoting the children's healthy diets and lifestyles. Although parents provide their child's snacks and lunches, the childminder offers clear suggestions for healthy lunch boxes. She asks the parents to provide fruit or vegetables such as, grapes and carrot sticks for their daily snack. This extends the variety of snacks offered to build children's awareness of healthy eating. Children are beginning to learn about healthy lifestyles. They wash their own hands after toileting and before meals, without prompts from the childminder. This builds their self-help skills and independence before moving on to school. The childminder provides paper towels in the toilet area, which helps prevent the spread of infection. There are clear procedures in place for when a child becomes ill. The childminder responsibly shares the guidance for infection control and illnesses with parents. This highlights any incubational periods for illness/diseases to help stop the spread of infection and illnesses.

The childminder builds close relationships with teachers from the local school and pre-school. She initially meets with new teachers and provides them with summaries of the children's progress in all seven areas of learning. This helps the teachers to know the child's abilities. The childminder receives monthly newsletters from the schools. She uses this information to inform her own planning. This aids the continuity of learning and care for the children. Regular trips to these local settings help younger children emotionally prepare themselves for their own move to school.

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

The childminder has a strong understanding of her responsibilities in meeting the safeguarding and welfare requirements. She shows detailed knowledge of the procedures to follow if she has any concerns about children in her care. She records children's hours of attendance and visitors are asked to sign in and out in a log book. This helps to build safety and security around the children. The childminder thoroughly risk assesses her home and carries out daily checks. For example, by checking safety gates are secure on the staircase and leading into the kitchen. This helps to make sure that children are kept safe and secure.

The childminder is committed to providing children with good quality care and education. She updates her knowledge and skills by attending regular training. For example, she has

completed training on how to carry out the progress checks for two-year-old children. The childminder uses self-evaluation to reflect on her practice. She clearly identifies strengths and areas for improvements. Since her last inspection, one of the recommendations has now become one of her strengths, as she effectively implements systems for monitoring children's progress accurately. She is able to clearly identify children's starting points and makes plans to help her extend and support children's learning and development. Consequently, she is able to demonstrate children make good progress towards the early learning goals.

The childminder is experienced and has a strong understanding of working with other professionals to provide support for children when the need arises. She works closely with other professionals to provide continuity for the children who attend more than one setting. Her communication systems with the parents are strong and effective from the moment children start. Parents' views are sought through discussions and daily diaries. They express their satisfaction with the care and service the childminder provides.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	133832
Local authority	Oxfordshire
Inspection number	909430
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24/02/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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