

**Inspection date**

21/08/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

**The quality and standards of the early years provision**

**This provision is outstanding**

- The childminder knows the children extremely well. She knows how young children learn and effectively promotes their learning and development.
- Children's social and emotional needs are extremely well met by the childminder. Relationships are strong, fostering a sense of belonging and ensuring that children are confident and happy learners.
- Children's language and communication development is excellent. Young children make very good progress in their language and communication development because the childminder provides a language-rich environment in which they can flourish.
- Children learn and make excellent progress in a highly stimulating environment that is safe and secure. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.

## 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.
- The inspector invited the childminder to carry out a joint observation of children playing.

## Inspector

Sally Hughes

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and three children in Bicester in Oxfordshire. The whole of the ground floor of the house is available for childminding and there is a garden for outdoor play. The childminder walks and drives to local schools to take and collect children. The family has two cats and a gecko as pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder takes children from 7.30am until 6pm Tuesday to Friday and on Monday before and after school, from 7.30am to 9am and from 3pm to 6pm. The childminder currently cares for 6 children. Currently, there are two children on roll in the early years range.

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

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

- involve parents in the self-evaluation process by gaining their views to help identify weaknesses and improve practice and provision, to fully support children's achievements over time.

## Inspection judgements

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

Children are highly supported and make excellent progress because the childminder's knowledge of how each child develops and learns is strong. The childminder encourages and challenges young children to improve their physical skills by providing a wealth of outdoor learning opportunities. She is supportive in helping young children to develop positive self-esteem by praising their achievements when they master new skills. The childminder rigorously monitors children's progress in their learning journals, which include the planning of next steps in their learning. She is aware of the requirement to provide parents with a progress check for two-year-old children and will complete these when necessary. During each child's induction period, the childminder obtains information from parents about what their child knows and can do, and she uses this information effectively to inform initial planning. The childminder plans for learning that is tailored to individual children's needs. Children enjoy a wide variety of activities in a stimulating play environment. Young children enjoy highly creative experiences and co-operative play, when, for example, they show their fascination for the water pearls in the water tray.

The childminder currently cares for very young children and their personal, social and emotional skills are promoted extremely well. The childminder is kind, caring and reassuring; as a result, children are extremely happy, settled and secure. Children are able to share their feelings by using facial expressions and gestures and they begin to use

some recognisable and rapidly developing language. The childminder promotes communication and language development effectively by speaking clearly to the children so that they hear words and can repeat them. For example, when children enjoy splashing in the water tray the childminder repeats 'Splash, splash' and children hear, understand and repeat the new language. The childminder skilfully interprets the wants and needs of young children, for example, when children are looking for a particular toy and need help to find it.

The childminder provides young children with big books and board books, which help to promote the development of hand-to-eye coordination as well as early literacy skills. The children go for walks in the local area regularly. In the garden, there is a wide range of equipment to promote children's physical development and to encourage children to be active and healthy as they play and learn. The childminder provides exciting adult-led activities, including baking cakes on Mother's day, making paper plates and hand print jellyfish during the recent water topic, and active outdoor play designed to promote communication and language. These activities engage all the children successfully so that they show great enthusiasm and confidence for their play and learning. These positive attitudes towards learning prepare the children extremely well for school. Children are learning the importance of consideration for others. For example, children wait patiently while others climb the steps of the climbing frame, as the childminder explains to them how to climb safely.

Overall, the childminder is conscientious and thorough in the attention she gives to the children. She is extremely skilled in engaging children in well planned activities and highly imaginative in her use of unplanned opportunities in everyday situations to promote children's progress quickly.

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

The childminder provides exceptional support for children's emotional well-being. She greets children warmly and children confidently wave goodbye to their parents and come to her very easily. Children are happy, settled and secure. The relationship between the childminder and the children is extremely warm and supportive and their personal, social and emotional development is addressed well by the childminder because she knows their individual needs and routines. The childminder uses highly effective and positive behaviour management strategies for managing young children's behaviour. Children's independence is promoted because the childminder ensures that resources are easily accessible to them. This arrangement helps the children lead their own play and become independent as learners, again in readiness for the move to school.

The childminder has high expectations for the children's personal independence and self-care skills. Children respond well to these expectations and demonstrate significant levels of independence and confidence. For example, they learn to tidy away toys before they get others, and wait their turn to climb the steps of the climbing frame. Taking on such responsibilities also prepares children for the next stage in their early education.

Admission information from parents is thorough with regard to each individual's care needs. Strong communication continues on a daily basis between the childminder and parents and as a result, each child's needs are well met. The childminder uses an innovative electronic system to keep a record of children's care and progress, and she adds information on a daily basis. Parents have secure access to their own child's developmental records and have a means of instant two-way daily communication with the childminder.

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. Parents provide healthy food and the childminder addresses food hygiene requirements consistently in order to protect the children's good health. The childminder ensures that the children's welfare is addressed positively by providing an environment that is healthy, safe and welcoming.

Behaviour of the children is excellent. This means that it is a calm and positive place for the children, so they get the most from the rich experiences and the exciting activities the childminder provides.

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

The effectiveness of the leadership and management of the early years provision is outstanding. Leadership and management are highly effective because the childminder is secure in her knowledge and implementation of the Early Years Foundation Stage. She is fully aware of her responsibilities with regard to safeguarding children. All necessary suitability checks have been completed for family members.

The childminder plans and monitors the educational programmes effectively and, as a result, the children make excellent progress across the seven areas of learning. The childminder attends local training in order to improve her knowledge of how young children learn best. Through effective self-evaluation, the childminder identifies strengths in her practice as well as her current priorities for improvement. The childminder is motivated in her drive to improve her provision. She is currently drawing up a monthly newsletter to inform parents of important aspects of her care. A wide range of exciting resources, presented in excellent condition, meets children's different learning needs. The childminder maintains necessary documentation in exemplary order.

The childminder obtains as much information as possible about each child's individual care needs from parents through a rigorous induction process. Excellent communication between the childminder and parents means that children's care and learning needs are very well met. 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 provider liaises with parents sensitively and supportively. Together they agree on how to manage situations affecting the children, such as toilet training and dealing with illness. Parents value the warm and welcoming

family atmosphere of the childminder.

Overall, the childminder provides a stimulating and exciting environment in which children are nurtured and cared for, and as a result they make excellent progress in their development and learning. The childminder ensures that they are exceptionally well prepared for their entry to school.

### **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. 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

<b>Unique reference number</b>	EY469580
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	954832
<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>	6
<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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