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| Inspection date | 08/09/2014 |
| Previous inspection date | 09/02/2009 |

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| 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 are happy and from an early age, they are well engaged in independent learning at activities of their own choice.
- The childminder gives safeguarding high priority so that children play in a safe and secure environment.
- The childminder provides and talks about motivating experiences for children based on their needs and interests so that they make good progress in relation to their starting points at entry.
- The childminder makes clear her expectations for children's behaviour, including how children should care for each other and the many good quality resources.

It is not yet outstanding because

- The childminder does not make the best use of the garden as a learning environment for children to explore natural resources.
- The childminder does not maximise parents' involvement in their children's learning by encouraging them to share routinely their children's development at home across all area of learning.

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 childminder's home and outdoor area.
- The inspector had discussions with the childminder, talked with an assistant and children, and took account of information in letters and notes from parents.
- The inspector sampled a range of documentation, including self-evaluation, children's records, planning, safeguarding procedures, policies and training records.

Inspector

Angela Cole

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and three adult children in a detached house in Witney, Oxfordshire in walking distance of local amenities and the town centre. The dining room and playroom in the childminder's house are available for childminding and children use the adjacent, enclosed space for outdoor play. The family has a dog, rabbits, cats and indoor fish. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school, and in school holidays. She works regularly with one of two assistants. There are currently nine children on roll in the early years age range on a full- and part-time basis. The childminder supports children who are learning English as an additional language. She also cares for older children and children over eight years of age. The childminder drives to pre-schools and schools to take and collect children. She runs a music group at a local venue on three mornings each week.

What the setting needs to do to improve further

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

- develop a richer and more varied outdoor learning environment to promote children's exploration of the natural world
- strengthen existing information obtained from parents to assess what children are learning to do at home to help identify their next stages of development.

Inspection judgements

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

The childminder has a good understanding of how children develop and learn. Through her encouragement, children achieve well in each area of learning, taking into account their abilities and patterns of attendance. The childminder gains an effective profile of children's starting points through her initial observations and conversation at home with parents about children and their routines. Consequently, children work towards appropriate developmental milestones. They make good progress in their learning as they freely move around to investigate the range of accessible, indoor and outdoor activities. The childminder clearly understands how to analyse her perceptive observations and link these to the areas of learning to check children's progress.

The childminder has expertise to teach children basic skills in the three prime areas of learning and in literacy and mathematics. Her teaching is effective because she uses children's responses and her knowledge of what children need to learn next. As a result,

she engages them in stimulating play and provides appropriate challenges. For example, young children became absorbed in play with coloured rice and toy safari animals. The childminder used this interest to extend their understanding of language of naming words, such as, 'Tiger,' and 'Cub', and numbers for counting. These experiences considerably motivate children to try things for themselves. Children have ample time to practise and reinforce what the childminder teaches.

The childminder spends most of her time engaging in purposeful dialogue with children and is well aware of the value of joining in the play that children choose and are enjoying. Children respond increasingly well to different experiences and exploring play materials. For example, they investigated shaving foam and made marks using their fingers and toy cars; the childminder extended their interest by providing shells for them to fill with foam. Children explore glue and stick coloured shapes to create collages. Activities such as these enhance children's physical skills, as well as supporting the development of their imagination. The childminder interests children skilfully to join in actions and words of songs, play instruments and move spontaneously to the music. These activities demonstrate that the childminder encourages children strongly to carry out actions using their own ideas. This approach means that children learn to focus on their activities and persevere. They develop independence skills to stand them in good stead for their next stage of learning.

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

The childminder's calm, caring approach enables children to form strong bonds and secure emotional attachments with her. Young children demonstrate that they feel safe as they go to her for cuddles. The childminder is responsive to children as they share their feelings and ideas and she offers good support by talking about these in a calm manner. The childminder gives clear explanations about what is going to happen, for example before school journeys, so that children learn to be forward thinking and how to keep themselves safe. The childminder involves children in talking about rules, for example regarding care of each other, so children follow these accordingly to promote their own safety.

Through her kind, considerate manner, the childminder fosters children's physical and emotional well-being effectively. She is attentive to children's care needs and works with parents to follow their home routines where possible. These supportive procedures enable children to be happy and enjoy what they are doing. The childminder plans unhurried activities and meal times so that children gain good confidence and skills to socialise with her and her assistant. Children develop good relationships with the significant numbers of other minded children and they meet others, for example at a local music group. The childminder and her assistant remind children consistently about the rules for behaviour as situations arise so they respond positively. The childminder reminds them how to be polite and praises them whenever they share the resources stored at their level and take turns. The childminder enables children to take on responsibility, for example to care for their belongings and to pour their own drinks. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways.

The childminder offers timely encouragement for children to manage their personal needs independently, such as toileting and coping with packed lunches. She supports children effectively to understand aspects of a healthy lifestyle. Children know to take care when washing their hands, for example before baking activities and meals. The childminder enables them to talk about their favourite nutritious foods, such as fruits. Children choose confidently whether to play outdoors in the garden. They throw balls, investigate bubbles in water, ride wheeled toys, play in the sandpit and explore the challenging climbing frame. The childminder often takes children for walks along safe paths to the countryside to feed horses, explore nature and climb trees. However, there are no resources in the garden for children to learn about growing and to handle a wide range of natural items. Nevertheless, using different approaches, the childminder encourages children well to keep themselves healthy as they grow up.

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

The childminder meets her responsibilities regarding safeguarding and welfare requirements of the Early Years Foundation Stage at all times. She implements her detailed safeguarding policy consistently to create an environment that is safe, welcoming and stimulating for children. The childminder has an extensive knowledge of how to protect children and follows clearly documented procedures. She is strongly aware of how to respond if she has a concern about a child and renews her child protection training. The childminder regularly reviews her written risk assessment of the house to contribute to children's safety. She also risks assesses children's outings well, including to woods and parks. She supervises children to meet their needs and keeps them safe at all times, including when they are away from her home. The childminder implements robust procedures to check that adults around children are suitable for their roles. She renews her paediatric first-aid certificate regularly and she or her regular assistant remains close to each child at all times to help keep them safe.

The childminder conscientiously carries out her responsibilities in meeting the learning and development requirements. This includes regularly summarising and monitoring of the educational provision and children's progress so that they continue to achieve well in each area of learning. The childminder is particularly experienced in childminding and able to address any gaps in children's learning, including for children learning English as an additional language. She successfully personalises her planning and teaching for children so that each child benefits from the good depth and breadth of activities offered. The childminder has a clear knowledge about checking the progress of two-year-old children. As a result, young children respond well to challenges that focus on their needs, abilities and interests.

The childminder is committed to a strong programme of training and ongoing professional development. She makes good use of evaluation to set targets for improvement. The childminder discusses the week's provision with her regular assistant. She values the views of parents gained in daily conversation and follows children's preferences closely. The childminder has responded well to implement the recommendations from the previous

inspection concerning her interaction to foster children's learning and to continue to ensure children's safety when in contact with her dog. The childminder sets clear standards so that her practice is consistent. Her development plans include continuing training and completing the Ofsted self-evaluation to enhance her provision. This approach demonstrates the childminder's commitment to making ongoing improvements.

The childminder interacts well with parents and carers to help them and their children to settle, for example carrying out a home visit for each child. This approach successfully helps her to connect with families, especially those who find accessing information difficult. The childminder successfully keeps parents informed about their children's achievements and progress, for example by sharing learning journals. She helps parents share what they know about their children through spontaneous conversations. However, the childminder does not encourage parents to share routinely their children's development across all area of learning at home. Nevertheless, parents appreciate the supportive, flexible childminder, writing that she 'interacts with children and genuinely cares about them and for them'. They commend that 'children are always happy there and are occupied and constantly learning things'. The childminder works well in partnership with early years settings and schools that children attend. She is proactive in approaching other providers to share information and summaries of children's progress. The childminder is well aware of the importance of such links for the continuation of children's care and learning.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | 134356 |
| Local authority | Oxfordshire |
| Inspection number | 842943 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 10 |
| Name of provider | |
| Date of previous inspection | 09/02/2009 |
| 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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