

Inspection date	15/09/2014
Previous inspection date	16/03/2009

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 demonstrates a good knowledge of the requirements of the Early Years Foundation Stage and uses this in her practice to safeguard children's welfare and well-being.
- The childminder has a very sensitive and caring approach, which enables her to develop good relationships with children to help them feel secure.
- The childminder maintains a simple but effective observation, assessment and planning system to help her monitor and ensure that children make good progress towards the early learning goals.
- The childminder has an enthusiastic approach to supporting children's learning, which helps them to engage well in their play.

It is not yet outstanding because

- Although the childminder provides a good range of manufactured toys, there are fewer opportunities for children to explore natural resources and sensory experiences, particularly in the garden.

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 both in the indoor and outdoor learning environments.
- The inspector took account of the views of parents and children through questionnaires and discussion.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector sampled documentation, including children's development records and the childminder's training records and self-evaluation form.

Inspector
Gillian Little

Full report

Information about the setting

The childminder registered in 2008. She lives in Thame, Oxfordshire with her husband and two school-aged children. The childminder uses the ground floor of her home for childminding together with a first floor bathroom and bedroom. There is an enclosed garden available for outdoor play, which has an all-weather surface. Access to the home includes a small step. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 14 children on roll, of whom six are in the early years age range. The childminder offers care on weekdays, including out-of-school care. She walks to the local school and other early years facilities to take and collect children. She holds a level 3 Diploma for the Children and Young People's Workforce.

What the setting needs to do to improve further

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

- develop a wider range of natural and sensory resources, particularly in the garden, to further enhance children's awareness of the world around them.

Inspection judgements

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

Since the last inspection, the childminder has implemented a simple but effective system to track children's progress and plan further activities. She makes routine notes of children's achievements, based on good quality observational evidence. She refers regularly to published guidance to help her assess how well children are progressing, and to recognise any gaps in their learning. Using this information, she identifies children's next steps in learning, incorporating these into daily routines and activities so that children continue to develop. The childminder shares her records with parents, who comment that they are happy with the new skills children are learning and the confidence they are gaining. The childminder provides helpful suggestions to parents to encourage learning at home, such as helping their children to become independent while getting dressed. The childminder is carrying out the required progress checks for two-year-old children, referring carefully to similar checks carried out by children's health visitors. This approach to assessment shows that the childminder knows children well, and plans strategies and activities to meet their individual learning needs.

Children enjoy exploring the resources on offer. They freely access the garden, which the childminder has set up for all weathers. An artificial turf surface and large gazebo ensure that children can continue to play outdoors during wet or hot weather. Children play with a garage and cars, and the childminder supports their early understanding of number by

encouraging them to count the cars as they whizz down the ramp. A good range of manufactured toys are available in the garden. A chalkboard, play kitchen and food, dolls and accessories encourage children's creativity. However, there are fewer opportunities in the garden for children to explore natural resources and sensory experiences to further enhance their awareness of the world around them. Nevertheless, the childminder takes children on interesting outings in the local community, such as a nature trail and children's farm. She provides some sensory experiences at other times, such as leaf painting, exploring ice and making mini gardens. Indoors, children enjoy exploring modelling dough with different tools. The childminder demonstrates and explains how to use the tools, which helps to promote children's physical skills and hand-to-eye coordination. Children learn how to roll out and flatten the modelling dough or to snip it with scissors. Throughout activities, the childminder adopts an enthusiastic approach, which helps children to engage well in their play. She uses good quality and playful interactions by asking questions, narrating routines and responding to children's attempts to communicate. This approach has a positive impact on helping children to develop their communication and language skills. Overall, the childminder is preparing children well for their next steps in learning.

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

The childminder has a very sensitive and caring approach. She tunes in well to children's feelings, responding to these effectively. She has a nurturing approach to reassuring children when they are upset or tired, which helps them to feel secure. Her good understanding of individual children means that she meets their welfare needs successfully. She knows when children are acting out of character, and uses this knowledge to consider if they are hungry, tired or becoming unwell. She praises children for their small achievements and when they try to help her, which enhances their confidence and self-esteem. She acts as a good role model so that children learn about positive behavioural expectations. When behavioural incidents occur, she works with parents where necessary to follow consistent and effective strategies. Consequently, children behave really well as they know what is expected of them and why.

The childminder helps children to develop a positive approach towards healthy lifestyles. She provides daily opportunities for physical activity and fresh air, and also encourages healthy eating. Children enjoy fruit snacks, such as banana, and the childminder encourages parents to provide nutritious packed lunches. The childminder effectively promotes children's awareness of good hygiene procedures. For example, children learn why it is important to wash their hands before eating and after playing outdoors. They learn about the importance of keeping themselves safe as the childminder reminds them about safety rules. For example, she explains when children climb onto the toy garage that it may break and that someone may get hurt, so children cooperate readily. This all helps children develop the skills they need for their future learning and their eventual move onto school.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has responded well to recommendations set at the last inspection, improving paperwork, self-evaluation procedures and information to parents. She has also achieved a level 3 early years qualification. This training has improved her knowledge and understanding of how young children develop and learn, and developed her confidence. As a result of these improvements, she has enhanced learning outcomes for children. She now encourages parents and children to contribute their views of her setting through questionnaires to inform her self-evaluation process. Parents demonstrate that they are happy with her service. The childminder has ideas for further improvements, such as developing a scrapbook to illustrate activities children have engaged in to share with parents and others. This demonstrates her strong commitment to driving continual improvement.

The childminder has a clear understanding of safeguarding children procedures. She is familiar with possible symptoms of children at risk and how to respond, having attended relevant training. She ensures the safe use of mobile phones in her home to help protect children, such as ensuring that those used by her family are kept upstairs while she is childminding. The childminder maintains a safe and secure home, providing good levels of supervision to reduce the risk of incidents and accidents.

The childminder monitors her educational provision successfully, planning activities routinely to cover all areas of learning. Her successful assessment procedures help her to identify any children who need extra support. She works in partnership with parents and a local pre-school to promote continuity in children's care and learning. For example, she shares information about children's progress and borrows resources to enhance practice in her own setting.

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. 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	EY384955
Local authority	Oxfordshire
Inspection number	844564
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	16/03/2009
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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