

Inspection date	30/07/2014
Previous inspection date	23/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The children are well settled and have close bonds with the childminder.
- Children make appropriate progress in their communication and language skills because the childminder talks to them constantly as they play.
- There are good partnerships with parents, with regular information shared about the children's day.

It is not yet good because

- The childminder is not using observations and assessments to help her plan effectively for children's next steps; as a result, she does not provide sufficient challenges for children to build on what they already know.
- Children are not able to access the outdoor space freely and regularly throughout the year to support their learning across all areas.

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.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, written policies and procedures, and the childminder's risk assessments.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives in the Marston area of Oxford. She shares her home with her two grown-up daughters, son-in-law and two young grandchildren in a four-bedroom, semi-detached house. The whole house is available for childminding, with main care taking place downstairs. Upstairs, two bedrooms are used when children require a rest and if they need to use the bathroom. There is a fully enclosed garden. The childminder currently has four children on roll; all are in the early years age range. The home is close to local amenities, schools and parks. The family has a cat. The childminder helps to run a toddler group once a week, which the minded children attend regularly.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation and assessment processes to effectively identify children's levels of achievements and next steps to help to support their development in all areas of learning.

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

- enable children to play freely in the garden in all weathers, for example, by providing shade on a hot day.

Inspection judgements

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

Children are progressing adequately in their learning and development. The childminder completes observations and assessments, however, these are basic and do not clearly identify children's next steps. This means that at times, the activities planned do not provide sufficient challenge to help children build on what they already know. The children generally enjoy their time at the setting and the childminder is able to recognise their interests and provides resources accordingly. For example, she provides superhero models for an older child and small world resources for another because she knows that is what they are interested in at the time.

Children are developing their communication and language skills adequately. This is because the childminder talks to them constantly about what they are doing. She praises

young children when they repeat words back to her. As the young children learn to communicate, the childminder repeats back to them the word they are trying to say, which encourages them to start to recognise how to say the words. The childminder reads to children and encourages them to look at the pictures as they sit on her knee. She takes time when reading the books, so young children have time to point and try to say what they see. Older children are vocal and talk with the childminder about their families and events, such as trips to London with them. The childminder encourages children to use their home language appropriately, such as singing a song.

Children develop their personal, social and emotional development through guidance from the childminder, for example, she reminds them to take care of the younger children when they move around the room. The childminder reminds children about sharing and taking turns with resources. At times, the older children lack challenge because the resources available are more appropriate for the younger children for example, most of the books available are board books, and treasure baskets contain items for the younger children to explore. Children are able to talk confidently about safety when walking to and from school with the childminder. They demonstrate how they hold hands and walk close to her.

Children make appropriate progress in their physical development. They move around the room easily, and young children develop their early walking skills safely. The childminder provides treasure baskets for the young children and they enjoy feeling the clothes, playing peek-a-boo with the childminder and exploring the different textures of the items in the basket. Children enjoy regular outings with the childminder. However, children are not always allowed to play in the garden when they choose, for example, on a hot day. This means those children who are active learners, and learn best outside, are not able to maximise their learning. Generally, children are acquiring the basic skills, attitudes and dispositions they require to prepare them for their next stage of learning, such as school.

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

Children are happy, confident and comfortable in their surroundings. Most have been attending for a long time and demonstrate they feel safe and secure in the environment. The childminder has a calm caring approach, which contributes to helping young children settle quickly and develop a close bond with her. The childminder meets children's individual needs well. She obtains information about routines, sleep patterns and eating habits. This enables her to follow familiar routines to help young children settle with ease. The childminder is able to recognise when they feel hungry or tired and attends to these needs quickly. Children are well behaved and polite. The older children show care and concern for the younger children and share toys with them with little or no prompting from the childminder.

Children are beginning to learn about healthy lifestyles. They are encouraged to wash their hands before eating, after using the toilet and being outside. Children have separate hand towels, which helps to prevent the spread of infection. Young children have their hands cleaned by the childminder before they eat. Parents provide their children's food, so

they are able to cater for their individual dietary needs. The childminder talks to parents about ensuring packed lunches are healthy. Children sit well with the childminder as they eat. They chat happily with her about what they eat and enjoy, and about family members and home life. The childminder ensures drinks for all children are easily accessible, especially during hot weather. Children enjoy the regular outings around the local area and visit local groups, such as toddler sessions with the childminder. This helps them meet others in the community and prepares them for their next stages in learning.

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

The childminder has a suitable understanding about the safeguarding and welfare requirements. She has recently completed safeguarding training and is clear about the procedures to follow if she has any concerns about children in her care. She completes effective risk assessments, which contribute to her maintaining a safe environment where children play safely. The childminder is aware of obtaining suitability checks for any adults living on the premises; however, she did not complete these within the required timescales. This is a breach of requirements. The process for the completion of these checks has begun, so Ofsted do not intend to take any further action at this time.

The childminder is aware of her responsibility in meeting the learning and development requirements. She has worked hard to keep up-to-date with the changes in the framework since her last inspection. She has successfully addressed the recommendations from her last inspection, which demonstrates her drive to improve the care she provides. The childminder has completed a detailed evaluation of practice, although, she does not update this regularly. This has resulted in weaknesses to the observation and assessment systems to clearly identify children's next steps and build on what they already know and challenge them further.

The partnership with parents is good and well established. The childminder shares information with them verbally at the beginning and end of each day. She collects photographs of children taking part in activities and puts these in a personal book for the parents to look at whenever they want.

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	134188
Local authority	Oxfordshire
Inspection number	842939
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	23/10/2008
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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