

Inspection date	18/09/2014
Previous inspection date	24/10/2011

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		3
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 childminder has a good understanding of how to safeguard children's welfare and well-being.
- The childminder successfully offers a friendly and calm environment for children to play and learn in and, in particular, babies benefit from the one-to-one time they have with the childminder.
- The childminder acts as a positive role model and, consequently, children learn how to behave, build friendships and be confident around others.

It is not yet good because

- The childminder does not provide sufficient resources and activities that reflect positive images of the wider world and other cultures to help children develop a positive attitude towards diversity.
- Assessment processes do not always take account of parent's knowledge to help build a balanced starting point and incorporate their learning from home.
- The childminder completes the progress check for children aged between two and three. However, this does not contain all the required information to ensure parents are kept informed on the level of progress their children are making.

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 undertaken by the children and the childminder.
- The inspector discussed practice with the childminder.
- The inspector sampled documents in relation to children's learning and development, safeguarding and those relating to training, support and skills.
- The inspector took account of parent's views through feedback forms.
- The inspector took account of the childminder's self evaluation document provided during the inspection.

Inspector

Carolyn Hasler

Full report

Information about the setting

The childminder was registered in 2011. She lives with her husband and one child in the village of Chalgrove, in Oxfordshire. The whole of the ground floor of the childminder's house is used for minding with a bathroom and bedroom upstairs for daytime rest if required. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding 12 children, of whom seven are in the early years age range, at various times during the day. Most children attend on a part time basis. She attends local carer and toddler groups at the nearby Children's Centre. The childminder has a qualification in Early Childcare and Education at level 3.

What the setting needs to do to improve further

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

- improve the educational programmes for understanding the world to include activities and resources that positively reflect the diversity of people, cultures and communities
- ensure that the progress check for each child aged between two and three years provides parents with a short written summary of the child's development in the prime areas of learning and where they may not be progressing as expected.

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

- provide further opportunities for parents to see and contribute to children's learning records and assessments to increase the links with home learning.

Inspection judgements

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

The childminder has a sound understanding of how to meet the learning and development requirements, and provides a friendly and welcoming space for children to come and spend time in. Children are encouraged to explore and help themselves to the resources, which are made easily available to them. The childminder provides less adult-led activities for the very youngest of her children. For example, she makes sure there are elements of their favourite resources close at hand to reassure, encourage and extend their explorations. The childminder is very chatty and keeps up a running commentary of age appropriate information, instruction and praise for their efforts. Children listen and are

listened too. They make babbling noises and the childminder responds. She watches their actions and reacts appropriately. She models play showing children how to make toys respond to her actions. This helps them engage well and aids their attempts to work out how things work. For example the childminder showed a baby how to make the spinning top go around and there was some attempt to copy the childminders actions. The childminder makes sure babies who are learning to crawl or stand, and have lots of space and sturdy furniture to hold onto. She encourages their movements by placing toys within their sight so that they strive to reach these. They practice balance and strengthen their arm and leg muscles in their attempts to stand. This effectively develops their physical skills.

The childminder works relatively well with parents sharing information on children's observations and next steps. There is encouragement given to parents to support learning intentions with varied success. However, she is less successful in collecting initial information on children's development to establish starting points. In general the childminder plans educational programmes to cover the areas of learning. However, she does not sufficiently plan activities or resources that increase children's understanding of the wider world and other cultures. Nonetheless, children do gain some awareness of diversity through activities undertaken at the local children's centre. The childminder completes the required progress check for two-year-old children and shares this with parents. However, the information she produces does not inform parents, or other agencies, if children are meeting expected levels for their ages.

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

The childminder shows an understanding of her key person role. She works with parents collecting information on home routines to help children settle into her care. She establishes strong relationships with children and this helps them to separate from parents, and her to manage their new care arrangements. Parents are supported as they also adapt to change. The childminder models positive behaviour well. For example, she helps small children understand how to build friendships and play with one another. She uses distraction and talks to them about sharing and turn taking. She extends these experiences by taking children to toddlers and other community groups. This helps them practise social skills on a larger scale and develop the skills they need for their future learning. Through the actions she takes, the childminder ensures children are emotionally secure. This helps them to feel ready to move onto other service providers, such as schools, with confidence.

The childminder has a range of resources available for children to use. However, there are few resources which give children positive images of disability, ethnicity, race or culture. While there are resources available to be borrowed through extended services, these are not accessed. Therefore children's understanding of diversity is not fully promoted.

The childminder maintains a safe home. She gently reminds younger children about safe play. Older and more able children learn about responsibility, road safety and stranger danger. The childminder takes steps to make sure visitors are not left alone with children.

She has good knowledge of safeguarding procedures and is alert to signs of harm or neglect. She is aware of her responsibilities to report her concerns to the appropriate safeguarding agencies. All adults within her home have completed Disclosure and Barring Service checks and are deemed to be suitable to be around children. Her policies and procedures include the safe use of mobile phones, cameras and other digital devices within her provision. Therefore, she ensures that children's welfare and well-being are safeguarded.

The childminder promotes children's health well. She provides nutritious and healthy meals for children and encourages them to develop skills in feeding themselves. This helps them form healthy eating habits. She promotes good hygiene encouraging children to independently wash their hands before and after meals. The childminder encourages children to develop their self-care skills. She helps them learn how to manage undressing and dressing themselves when they go to the toilet. Children visit the park daily and have the use of the rear garden to be active. They have a range of large equipment to practise climbing, balance and develop their coordination and awareness of how to move safely around the environment.

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

The childminder demonstrates she can be an effective teacher. However, educational programmes are not yet thorough enough to cover all aspects of children's learning. Therefore, children's learning needs are only partially met. In addition, systems for assessment do not work effectively enough to establish starting points and fully include parent's views. In addition, the progress check for children between the age of two and three is not yet sufficiently precise. This means parents do not receive an accurate picture of how well children are doing against their learning goals.

The childminder maintains her knowledge and skills through attending training and workshops offered through her local authority or childminding support agencies. She has undertaken childminder training and in general this is reflected in her practice. She talks to children about what they like and asks for feedback from parents. This informs her of their views as well as including an acknowledgment of her own experience, and an understanding of what she does well. Therefore, she is beginning to reflect on her service and identify areas to drive improvement.

The safeguarding and welfare, learning and development requirements within the Early Years Foundation Stage are generally understood and met. The childminder identifies where improvements can be made and addresses relatively quickly to have little impact on children's overall development. The childminders partnerships with other early year's providers are embedding and are generally helpful in helping to meet children's individual needs well. There is a sharing of information enabling the childminder to work more effectively with children to support their development. As a result, children are making steady progress in their learning and development.

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	EY428226
Local authority	Oxfordshire
Inspection number	845410
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	24/10/2011
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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