

Inspection date	13/10/2014
Previous inspection date	13/07/2011

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 knows children well. She is familiar with their interests and current capabilities. She works closely with parents to agree relevant activities and strategies reflecting children's stages of development.
- The childminder develops positive relationships with children and their families, providing a welcoming and friendly environment.
- The childminder is able to demonstrate that children are making good progress in their learning and development, particularly in their social and physical skills.
- The childminder has made positive improvements since the last inspection, such as, increasing the range of indoor resources to reflect all areas of learning.

It is not yet outstanding because

- Although the childminder takes children on routine outings, she does not make the most of her garden space to provide better opportunities for outdoor learning.
- The childminder interacts well with children overall, but sometimes misses opportunities to enhance their growing vocabulary.

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 indoors.
- The inspector talked to the childminder at various points throughout the inspection.
- The inspector sampled documentation, including children's development records, evidence of the childminders qualifications and her self-evaluation form.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2010. She lives with her partner and three children in a village near Bicester, Oxfordshire. The ground floor is available for childminding with an enclosed rear garden for outside play. The family has pet fish and a bearded dragon kept in tanks in the living room. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom two 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.

What the setting needs to do to improve further

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

- Develop the garden to become a more interesting learning environment, such as providing a collection of recycled and natural resources for children to explore.
- Enhance interactions with children by focusing more carefully on developing their growing vocabulary.

Inspection judgements

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

The childminder provides a welcoming and stimulating indoor environment for young children. A range of easily accessible resources covering all areas of learning entice children to explore and develop different skills. Children enjoy exploring small world people, houses and cars, and become absorbed in their play. The childminder supports them well overall, asking questions, narrating play and praising their attempts to communicate, which encourages their language skills. However, she sometimes misses opportunities to reinforce and extend their growing vocabulary as they play. For example, when helping children to build towers the childminder talked to the children but did not refer to the colours of the bricks or counting to extend their vocabulary and learning further. Children enjoy planned activities, such as exploring modelling dough, jelly or coloured water, which encourages creative and physical skills. They listen carefully to stories that the childminder reads with enthusiasm and they learn about early number in familiar contexts.

The childminder plans routine outings with children, such as taking bats and balls to the park or travelling to play centres on local buses. Such experiences help children to develop physical skills and their awareness of the world around them. The childminder provides

some opportunities for outdoor play in her garden but does not make the most of this space to provide further learning opportunities outside. For example, there is a limited range of equipment, resources and materials available in the garden to extend their exploration and learning. Nonetheless, children do enjoy going out to play in local parks and at play centres.

The childminder knows children well and talks confidently about their interests and current capabilities. She works closely with parents to find out about children's starting points in learning and to share information about their progress. She is very receptive to ideas from parents about the activities, strategies and next steps in learning that they would like her to focus on with their children. This approach means that care and learning is consistent between the home and childminding settings. The childminder maintains some documentation about children's progress and is able to demonstrate through discussion that children are making good progress overall. She uses her knowledge of child development and researches information on the internet to help her assess how well children are progressing.

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

The childminder is very proactive about building relationships with children before they even start in her setting. She arranges with parents to meet at the local park or play centres, as well as offering initial visits to her home. This enables children to become familiar with her before their placement starts. The childminder keeps in contact with parents during the week to maintain her awareness of what is happening in their home lives. As a result, she knows children and their families well. This approach helps children to settle quickly with her, and to feel secure and safe in her care. Children show confidence and good levels of self-motivation in exploring the environment. They are developing good social skills.

The childminder provides regular opportunities for children to go out on outings and be active. This enables children to make good progress in their physical development. Young children become confident in exploring play equipment at the local park, such as climbing steps, which strengthens their muscles. They develop good hand-to-eye coordination as they explore the range of toys and resources indoors. The childminder shows them how to develop their skills, such as demonstrating how to build a tower from bricks, which children then copy. Children learn to play safely under the childminder's close supervision. They enjoy bottles of milk as they snuggle up to the childminder, enjoying a cuddle before they fall asleep. The childminder follows established routines so that children eat and drink in accordance with their individual needs.

The childminder works well in partnership with other settings caring for children to provide consistency. She talks regularly to staff to exchange information and helps children with their homework. This all helps promote continuity in care and learning for all children.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates that she understands her responsibilities to meet the requirements of the Early Years Foundation Stage. She has made positive improvements since the last inspection, enhancing the indoor learning environment, developing confidence in observing children's progress and reviewing her medication policy. She has also improved safety on outings and reduced hazards on the premises. This demonstrates a strong capacity to maintain continual improvements. She is aware of the possible signs and symptoms of children at risk of harm and understands how to respond to these, such as keeping records and reporting concerns as necessary to local authorities. In addition, she ensures the safe use of mobile phones and cameras in her setting to help protect children's safety. She provides safe and suitable premises to help reduce the risk of accidents and injury. Therefore, she effectively safeguards children's welfare and well-being.

The childminder monitors her practice well enough to provide activities in all areas of learning and to ensure that children are making good progress in line with expectations for their ages. She states that she receives positive feedback from parents about the care she provides for their children. She explains that she is constantly reviewing her practice and encourages the views of children. She has incorporated more outings into her practice to provide greater opportunities for physical exercise and exploring the world. She has introduced more games to enhance children's social skills, which has resulted in children spending less time in front of the television and gaining more confidence in their abilities. The childminder is planning to widen the range of outings she offers and is aware that the garden has scope for further 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	EY409177
Local authority	Oxfordshire
Inspection number	845036
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	13/07/2011
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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