

Inspection date	13/10/2014
Previous inspection date	02/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are settled and maintain close relationships with the childminder. There is a relaxed, friendly atmosphere and the childminder treats children as part of the family.
- Children make good progress in their learning as the childminder provides well planned and stimulating activities which meet their individual needs.
- The childminder has strong links with other settings children attend, which helps to provide consistency.
- The childminder has a good understanding of safeguarding and child protection, which enables her to keep children them safe from harm.
- The childminder takes children on regular outings, which gives them opportunities to experience a variety of environments.

It is not yet outstanding because

- The childminder undertakes some useful self-evaluation to help her develop her practice but does not always explore training opportunities to enhance her personal development.

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 children at play and the childminders interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector had a tour of the premises.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder.

Inspector

Natasha Crellin

Full report

Information about the setting

The childminder registered in 2005 and lives with her family in a residential area situated on the outskirts of Banbury, Oxfordshire. There are local shops, parks, playing fields, day care settings and schools within walking distance. The childminder is able to take and collect children from local schools and day care settings. Children are taken on local visits and outings. The main area used for childminding is situated on the ground floor, with a bathroom on the first floor. There is a fully enclosed rear garden available for outdoor play. The childminder is registered on the on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll within the Early Years Foundation Stage. The childminder also cares for older children after school.

What the setting needs to do to improve further

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

- extend the use of self-evaluation to identify further opportunities for professional development, for example additional training.

Inspection judgements

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

The childminder uses good teaching techniques, such as clear explanations and open-ended questions, to extend children's thoughts and ideas. As a result, children make good progress in their learning and development. Continuous monitoring through observations allows the childminder to develop next steps in children's learning. She regularly shares observations and assessments, such as the progress check for two-year-olds, with parents. This close communication helps to meet children's learning needs.

The childminder understands children learn with a balance of adult directed and child led play, and her planning reflects this well. For example, children learn songs through toddler groups and then frequently sing these songs at the childminder's home during their free play. Children become engrossed in their activities because the childminder matches these to their stages of development. For example, young children delight in creating a home for small toy characters from wooden blocks. This supports their creative development and the childminder encourages children's play well by helping them find blankets for the characters from autumn leaves.

The childminder enhances children's enjoyment by organising activities she knows they will like. For example, children concentrate for extended periods of time as they pour small pasta into cups with various sized spoons to make pretend cups of tea. This helps them to

develop coordination, as well as their imaginations. Children respond with enthusiasm as the childminder sets out play dough. They explore the cutters and tools, experimenting as they change the shape of the dough. Children develop close relationships with the childminder. She takes every opportunity to develop their communication skills by introducing new words and extending sentences. Children copy the childminders words and phrases and she praises them when they try new and ambitious words. This helps them to develop a positive sense of achievement.

Children have many opportunities to learn outside. The well-resourced garden encourages children to develop their physical skills as they balance on a see-saw and crawl through tunnels. Children explore different materials and textures in the mud kitchen and make dens. These opportunities allow them to interact with the natural world and to be active learners. These experiences are supported by daily outings in the local environment, such as the park and local toddler groups. This supports children's confidence as they experience different situations and learn to socialise with others.

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

The children are happy and have close and secure attachments to the childminder. She is caring and friendly, and children often move to her for cuddles and to share experiences. Children settle quickly and the childminder gives parents time to feel comfortable in her home before they leave their child. She speaks to children in a calm and reassuring way, giving them full attention as they speak. This makes them feel important and develops their self-esteem. Children develop a sense of security and belonging, allowing them to participate enthusiastically in activities and make full use of the environment. As a result, they are confident to explore new activities.

The childminder is an excellent role model. She joins in with children's play, teaching them good manners and helping them to share toys. Children respond positively to the nurturing example set by the childminder. They get on extremely well and their behaviour is excellent. The childminder gently reminds children of the rules that keep them safe. This supports their developing understanding of risk.

A wide range of toys and equipment provides children with a good level of challenge and develops their learning in a variety of areas. Children independently access toys which are stored at their level and demonstrate a good understanding of where to find the one thing they are looking for. Very young children move confidently around the childminder's home, and demonstrate a good understanding of the daily routine.

Children are developing a positive approach to healthy eating. The childminder works closely with parents to ensure she is aware of children's dietary needs and parents support her healthy eating policy well. The childminder provides children with water in individual beakers, which they access independently. Regular hand washing routines help support children's good health and encourage them to take responsibility for their own hygiene. Posters in the bathroom remind children about effective hand washing techniques.

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

The childminder has robust systems to safeguard children. She has a good understanding of what to do if she has concerns about a child's welfare and regularly attends safeguarding training. All adults living on the premises are subject to checks to determine their suitability. The childminder implements a good range of policies and procedures to keep children safe. These include ensuring visitors are not left alone with children and a clear policy on the safe use of mobile phones and cameras. Effective risk assessments help to keep the childminder's home and garden free from hazards. She also completes risk assessments for outings and informs parents of her emergency cover procedures. The childminder is vigilant concerning children's safety. She keeps her house tidy and encourages children to clear away at the end of each activity.

The childminder has a good knowledge and understanding of the learning and development requirements. She effectively tracks children to ensure they are making good progress and to identify any gaps in learning. This helps children make the best possible progress. Parents receive good information each day through discussion and written feedback, including a daily diary. This helps share information about children's progress and enables parents to be involved in their children's learning. Parents comment favourably about the childminder in their responses to questionnaires. Parents comment that their children feel part of the family and do not want to go home.

Since the last inspection the childminder has begun to be more reflective of her practice. This has allowed her to identify her strengths and areas for development. She regularly attends meetings with other childminders which allows her to share ideas and understand developments in childcare. The childminder does not, however, generally explore training opportunities to further enhance her practice by gaining additional expertise.

The childminder works well in partnership with other professionals to support children. Close relationships with staff at the local school help to share information and support children who are preparing to move on to school.

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	EY306354
Local authority	Oxfordshire
Inspection number	834184
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	02/12/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

