

Inspection date	21/10/2014
Previous inspection date	27/08/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Young children show particularly high levels of engagement and motivation in their play due to the very effective and consistent support they receive from the childminder.
- The childminder is highly successful in helping children to make very good progress in their social and language skills, and in their physical development.
- Well organised routines and a high regard to close supervision promote children's safety very effectively.
- Parents are highly complementary about the childminder's practice and they indicate that their children thrive in her care.
- The childminder focuses very well on achieving the best outcomes for all children and this is clearly embedded throughout her practice.

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 and in the garden.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, the childminder's self-evaluation form and evidence of training.
- The inspector took account of the views of parents through the childminder's parent feedback forms.

Inspector

Gillian Little

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and their five children aged between 11 and 19 years, in a village near Wantage, Oxfordshire. The family has two dogs and two cats. The whole ground floor of the childminder's house is used for childminding, together with an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 13 children on roll, of whom four 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 qualification.

What the setting needs to do to improve further

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

- enhance the use of the garden during less favourable weather, such as having additional resources to cover all areas of learning set out for children's arrival.

Inspection judgements

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

The childminder focuses exceptionally well on helping children to develop their skills. She spends most of her time engaging in high quality interactions with children as part of their play and daily routines. She speaks clearly, extends discussions, models language and uses visual signs to successfully support children's communication skills. She follows children's changing interests very effectively, explaining and demonstrating how things work so that children are constantly learning. She plans stimulating sensory experiences, which are very successful in engaging children's interest and encouraging them to explore. Young children showed particularly high levels of engagement and motivation in their play throughout the inspection. They became completely engrossed exploring a toy farmyard and animals set out on a tray of hay in the garden. The childminder successfully incorporated lots of mathematical language, encouraging children to observe and describe different sizes. The childminder challenges children's physical skills very effectively in relation to their current stages of development. Young children learn to climb confidently on a large climbing frame as the childminder reassures them that 'We'll work together'.

The childminder clearly identifies children's progress by carrying out regular assessments in all areas of learning. She has an excellent knowledge of children's individual capabilities and achievements and is able to provide specific examples to support her assessments. She explains that she carefully checks any gaps in children's learning from

her assessments and observations. She then plans specific activities and resources so that children continue to make very good progress. As a result, children are very well-prepared for their next steps in learning and for their future education.

Parents are highly complementary about the childminder's practice. They state in their written feedback that their children are thriving in her care. They frequently comment that children enjoy a wide range of activities and are constantly learning new skills. The childminder is very successful in engaging parents in their children's learning experiences. For example, she gives up her own time to organise a day at a local wildlife park with parents and children to see the penguins, which children have been learning about during their time with her. This approach encourages parents to be fully involved in their children's learning.

The childminder organises resources very well overall so that they are easily accessible for children to explore. A shed in the garden houses a wide range of resources that children can choose from while they play outdoors. However, on the day of the inspection, the childminder had not set up a full range of resources in the garden ready for children's arrival due to less favourable weather in the preceding days. This means that children needed to wait a short time to develop their learning outdoors.

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

The childminder is highly attentive to the needs of the children in her care. She focuses very well on supporting their personal, social and emotional skills. She involves all children equally in activities and routines according to their needs so that they all benefit from these learning experiences. She supports even the youngest children carefully in learning about behavioural expectations. Children learn not to pull hair or to take toys away from each other as the childminder reinforces expectations in a firm but positive and reassuring manner.

Children show that they are very familiar with routines, such as washing hands and sitting up to the table at snack time, demonstrating effective personal skills. The childminder's highly skilled and sensitive approach helps children to form the secure emotional attachments they need to thrive. This is clearly evident as children are highly motivated to explore and learn at a very young age. Parents comment that their children have the 'wonderful experience of being part of a large family' and are able to develop their confidence and social skills as a result. They also state that their children are happy, self-assured and content as a result of their time with the childminder.

The childminder has a high regard to the close supervision of children to help keep them safe. She ensures that children learn about the importance of safe and healthy lifestyles by helping them to manage risk and to learn about healthy eating and good hygiene practices.

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

The childminder demonstrates a very clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. Since the last inspection she has introduced the use of a camera monitor for the playroom so that she can see the children at all times. She has also introduced the storage of nappy changing equipment in each ground floor room so that she can continue to watch all children while changing nappies. She has taken positive steps to meet an action from the last inspection to improve risk assessment procedures, therefore improving safety for children. The premises are safe and secure and supervision levels are excellent. The childminder has a very good understanding of safeguarding children procedures having attended recent specialist training. She explains that she makes her mobile phone policy very clear to her teenage children so that they fully understand her rules to help protect children.

The childminder uses her assessment procedures very well to identify children's progress and any gaps in learning. She focuses very carefully on the three main areas of learning for young children to help achieve the best outcomes for their physical, social and language development. Her drive to achieve this is clearly embedded throughout her daily practice. Since the last inspection the childminder has achieved a level 3 early years qualification. She states that this training has helped to reinforce her existing practice and improve her self-reflection skills. The childminder reviews her practice regularly and, as a result, she is planning to extend her knowledge of sign language by achieving a relevant qualification in order to further support children's language development. The childminder understands the importance of working in partnership with other agencies, and settings that children also attend, whenever applicable. This ensures that children benefit from close partnership working to meet their needs effectively. She develops extremely good partnerships with parents and they are kept very well informed of their children's progress and daily routines. Children make excellent progress with this very well organised childminder.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY333015
Local authority	Oxfordshire
Inspection number	847604
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	27/08/2009
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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