

Inspection date	30/10/2014
Previous inspection date	21/09/2011

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		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 childminder has a sound knowledge of the learning and development requirements and provides a suitable range of activities.
- The childminder is warm, caring and affectionate with children. This helps them to feel happy, settled and secure in her care.
- The childminder has effective procedures to safeguard children.
- Children receive appropriate support to learn about the importance of adopting healthy lifestyles.

It is not yet good because

- Assessment arrangements are not precise enough to enable the childminder to ensure she is always providing the correct amount of challenge across all areas.
- The childminder does not consistently use effective methods to promote children's language.
- The childminder does not generally reflect upon her practices to identify areas for development.
- The presentation of toys and resources does not support children to make independent choices about their play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children during activities and play.
- The inspector discussed aspects of the childminder's practices with her at appropriate times during the inspection.
- The inspector viewed all relevant documentation provided, including the children's planning, observation and assessment records.
- The inspector and childminder carried out a joint observation.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two school age children. They live in a three bedroom house on a residential road in the village of Berinsfield, Oxfordshire. Childminding takes place on the ground floor with access to upstairs for the use of the bathroom only. There is a fully enclosed garden available for the children's outside play. The home is within walking distance of local shops, parks, a pre-school and school. The childminder currently has eight children on roll who attend for various days and sessions.

What the setting needs to do to improve further

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

- implement effective systems to assess children's progress and use the information gained from observations to plan the children's next steps for learning to ensure they progress well in their learning and development.

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

- improve the organisation of resources to allow children to select items and promote their independent play
- extend arrangements for self-evaluation to accurately identify areas for improvement to promote better outcomes for children
- extend children's language development, for example, through the use of open ended questions.

Inspection judgements

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

The childminder provides children with a suitable range of activities that generally support them to make adequate progress in their learning. This helps to prepare children for starting school or nursery. The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She completes some assessment of where children are in their development. However, this process does not

provide a precise and accurate picture of what children are able to do across all areas of learning. As a result, although she has identified some next steps in learning, the childminder is not able to fully ensure she offers sufficient challenge in all areas. The childminder completes the required progress check for two-year-old children. She is aware of her responsibility to share these with parents.

Children are happy and enjoy their time with the childminder. They take part in some activities, which follow their individual interests. Children are developing suitable physical skills. For example, they go for regular walks within the local environment, and visit parks for fresh air and exercise. They are also free to choose to go into the well-equipped garden to play.

The childminder talks to children during free play and some activities. However, she does not always extend their language well. For example she does not ask questions to encourage them to respond. Children have access to a suitable range of books to promote their literacy. They also practise drawing and early writing skills as they sit at the table making bats for Halloween on paper plates. Children also enjoy games which help them to develop their knowledge and understanding, such as playing with train tracks and studying the effect of magnets on the train engines. However, the childminder does not display toys and resources in a way that encourages children to explore what is on offer and make their own choices. This does not support children to become independent or motivated learners.

The childminder provides suitable opportunities for the children to socialise with others in larger groups. Consequently, they are beginning to learn the necessary skills to prepare them for the next stage in their learning. The childminder provides parents with appropriate feedback about their children's care and learning through daily diaries and regular discussion. Parents comment on the progress children are making, stating their children are happy and settled in the childminder's care.

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

Children demonstrate they feel emotionally secure with the childminder as a result of the care and support she gives to them. The childminder recognises the needs of the children as she responds to their different gestures. For example, she scoops them up into her arms for cuddles as they hold out their arms to her. The childminder finds out about the routines, and the likes and dislikes of children before they start. Consequently, she is able to follow similar routines in her home and effectively meets the care needs of all the children. As a result, children respond positively to the childminder and are happy and settled in her care. Parents comment positively on how quickly children settle stating children form a close bond with the childminder, which strongly supports their emotional well-being.

The childminder manages children's behaviour appropriately and positively supports their personal, social and emotional development. The children are starting to follow simple house rules, such as removing their shoes indoors and helping tidy up toys. The

childminder discusses behaviour management with parents and agrees strategies to support consistency in care. The childminder praises the children for their efforts. This helps them develop confidence and self-esteem, and as a result they behave well.

Children are learning how to be safe outdoors. For example they are beginning to understand potential risks as they carefully negotiate the step from the house to the garden. All necessary fire safety equipment is in place and is regularly checked to help to safeguard children's welfare. Children are learning to wash their hands at appropriate times, for example before eating and after using the toilet. The childminder maintains good standards of hygiene and follows effective procedures for nappy changing. Consequently, she minimises the risk of cross-infection, which protects children's health. Parents provide snacks and meals for their children, and the childminder encourages them to send in items, which are healthy and nutritious. She ensures children have access to drinks to prevent them from becoming thirsty. The children take part in daily outdoor activities, both through walks and visits to the park to promote their physical development. As a result, they begin to understand the importance of healthy lifestyles.

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

The childminder is clear about her role in keeping children safe. She is secure in her knowledge of the procedures to follow in the event of a concern about the welfare of a child in her care. Children benefit from the childminder's commitment to ensuring the premises are safe. She undertakes ongoing risk assessments of her home, garden, and outings to identify and minimise potential hazards. She maintains all of the legally required documentation including children's details and a record of attendance. The childminder has completed first-aid training. As a result, she is able to treat children appropriately in the event of an accident. Appropriate checks have been completed on the adults in the home to ensure they are suitable, which helps to safeguard children's welfare.

The childminder understands her responsibility to promote children's learning and development, and generally does this adequately. However, weaknesses in the systems for assessment and planning mean that she lacks a fully effective arrangement to easily identify any gaps in children's achievements. This does not enable her to effectively monitor that each child is making the best possible progress. Partnerships with parents are positive. The childminder works appropriately with them to support their child's welfare and learning. Parents receive relevant information about their child's day, both verbally and through the daily diaries the childminder provides. They also receive copies of relevant policies prior to their child starting. Important information, such as the childminder's certificate of registration, is displayed for them to see. The childminder understands the importance of talking to staff at other provisions children may attend. This helps promote consistency and continuity to enhance children's learning further.

Although the childminder seeks the views of parents about the services she offers she does not carry out her own self-evaluation. This impacts upon her ability to identify areas for development and does not fully support her to recognise how to continually improve

outcomes for children.

The Childcare Register

The requirements for the compulsory 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	EY423093
Local authority	Oxfordshire
Inspection number	845309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	21/09/2011
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.

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.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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