

<b>Inspection date</b>	06/11/2014
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 has a secure knowledge of how children learn. She uses accurate assessments and planning to help them make good progress in all areas of their learning.
- Children become confident learners as they explore the stimulating indoor learning environment and make choices about their play.
- The childminder has excellent settling in procedures. This ensures children are happy and secure. They form strong attachments with the childminder.
- Strong partnership working with parents enables the childminder to recognise and effectively support children's individual needs.
- Good safeguarding procedures, including thorough risk assessments, protect children's welfare.

#### **It is not yet outstanding because**

- The childminder does not always give children sufficient time to consider a problem and how to solve it.

## 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 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 both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two school age children in the rural village of Brightwell-cum-Sotwell, Oxfordshire. The whole of the bungalow is available for childminding. There is a fully enclosed garden available for the children's outdoor play. The childminder offers care each weekday, except for a Tuesday, all year round. She currently cares for five children who attend for various days and sessions. The childminder lives within walking distance of the local shop, parks, pre-school and school. The family has two pet guinea-pigs, a rabbit and a dog.

### What the setting needs to do to improve further

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

- allow children sufficient time to consider a problem and solve it for themselves.

### Inspection judgements

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

Children are making good progress in their learning and development because the quality of teaching is good. The childminder knows children's interests and their stages of development. Using this information she plans a wide range of activities and learning experiences for all children, and good consideration is given to children's individual needs. The childminder is aware of continually developing children's learning through a range of experiences and learning opportunities. Children enjoy their time with the childminder and she provides a welcoming and stimulating environment where they learn through play and exploration. The childminder has good quality resources that cover the seven areas of learning. Children have great fun exploring textures of play dough using a wide range of tools such as rolling pins, scissors and different types of cutters. Children play with a lovely range of toys to develop their imagination, for example, ironing sheets to go onto the dolls pram to keep dolly warm while they go off to the shops to buy milk. Children have access to a wide range of resources to help them develop mark making skills, for example, a variety of pens and paint brushes. They count together in songs and when looking at books and they learn about shapes as they have their hands drawn round. Children sit together on the floor and see how to piece together different puzzles, and they count the puzzle pieces as they go back in the box at tidy up time. However, the childminder does not always allow enough time for children to work out a problem for themselves before solving it for them, for example, when they are considering where a piece of the puzzle fits. Children are confident communicators. They involve the childminder in their play constantly, talking about their experiences and preferences. The childminder promotes communication well. She listens to children and asks many varied

questions to make them think.

The childminder observes children during play and plans for their next steps. She writes regular summary reports about children's progress and shares these with parents through an on line system. Parents can securely access information about their children at any time. The childminder has appropriate arrangements to complete the required progress check for two-year-old children when required. She is aware of her responsibility to share these with parents. The childminder tracks children's progress well and shares information effectively with parents to provide continuity. She also makes good use of the information parents provide to help her establish children's starting points in their learning. The childminder uses praise well and encourages children to have a go. As a result, they are becoming independent learners and gaining confidence to try new things. These skills prepare children well for their next stage of learning and for school.

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

Children enter into a welcoming and stimulating environment. This caring childminder knows fully the importance of making children feel safe in her care. She settles new children by staying close to them and making sure that they are aware they can come to her for reassurance. The childminder uses eye contact when talking to children and sits close to them as they play. This supports children to develop their confidence and explore their surroundings. Children demonstrate clearly the strong bonds they form with the childminder. For example, as they play going to the shops they come and give the childminder a big hug and say goodbye. Children play well together because the childminder promotes sharing and turn taking. As a result, children feel confident, secure and able to learn in her care.

The childminder discusses children's needs and preferences with parents when they first start attending. She liaises daily with parents using an on line system. Any changes to children's routines are communicated to ensure their care is consistently promoted between home and the setting. Children behave very well because they know the rules and boundaries. The childminder reminds them sensitively to take turns and share, and she praises positive behaviour. This helps develop children's self-esteem and sense of self-worth.

Children practise the emergency evacuation procedure regularly. This promotes children's understanding of dangers in the environment and how to react to emergency situations. All necessary fire safety equipment is in place and regularly checked to help to safeguard children's welfare. Children are developing an understanding of how to be safe outdoors. For example they learn how to take risks as they negotiate the steps from the house to the front path that leads to the garden. Older children learn they must look left, right and left again before crossing a road. As a result, children's safety is effectively promoted. Children are learning to wash their own hands at appropriate times, for example before eating, after using the toilet and after nappy changes. The childminder maintains good standards of hygiene throughout all childminding areas and effective procedures are followed for nappy changing. Consequently, the risk of cross-infection is minimised and

this protects children's health.

Parents provide a good range of food for snacks and meals for their children that are healthy and nutritious. The childminder ensures children have access to drinks throughout their time with her 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, children begin to understand the importance of healthy lifestyles. Consequently, children are developing those skills necessary for when they move on to other provisions, for example, nursery and school.

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

Children are safeguarded well by the childminder. She has strong knowledge and understanding of how to keep children safe and protect them from harm. The childminder knows where to access advice and support and the course of action to take if she is concerned about a child's welfare. The childminder has comprehensive policies and procedures that underpin her practice. In addition, the childminder ensures the premises and all outings are thoroughly risk assessed. She is aware of risks posed to children and knows how to effectively minimise these. As a result, children are well protected in her care.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She monitors her educational programme effectively to ensure it covers all areas of learning and that children are progressing well. Effective partnership working with parents means they are aware of the good progress children are making towards the early learning goals.

The childminder is aware of the strengths of her service and areas she would like to develop further. She has a clear plan to continually improve her already good practice. Training courses have been sourced and the childminder keeps up to date with new information relating to childcare issues. She has detailed self-evaluation documents and a positive attitude to further professional development. Feedback is gathered from parents and children regularly. The childminder understands the importance of talking to staff at other provisions children attend. This helps promote consistency and continuity to enhance children's learning further and in readiness for when they go to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY424781
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	845341
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	

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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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