

<b>Inspection date</b>	03/12/2014
Previous inspection date	08/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 take part in well-planned and well-resourced activities and outings that enable them to enjoy learning and make good progress.
- The quality of teaching is good. This is because the childminder has a good understanding of how children learn and uses successful strategies to promote their learning.
- The childminder teaches children how to stay safe and to be independent. As a result children manage their personal needs very well. The childminder routinely evaluates her provision and takes steps to make any improvements she identifies. This benefits all children.

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

- Although partnerships with parents are strong, the childminder does not do enough to actively encourage all parents to fully participate in all assessments of their children's progress.

## 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 and the childminder.
- The inspector sampled documentation, including children's records.
- The inspector observed and discussed care routines, including arrangements for eating and sleeping.
- The inspector asked the childminder about safeguarding, child protection and first aid.
- The inspector talked with the childminder about her understanding of the Early Years Foundation Stage.

## Inspector

Sarah Holley

## Full report

### Information about the setting

The childminder registered in 2006 and lives with her husband and children in Banbury, Oxfordshire. There are local shops, parks and schools within walking distance of the house. The family has a pet cat. The childminder uses all of the downstairs of her home for childminding. There is a fully enclosed rear garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group, attending on a part-time basis. The childminder has a relevant early years qualification at level 3 and is a member of the professional association for childminders and early years.

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

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

- enhance existing methods of communicating with parents to ensure all parents are actively encouraged to fully participate in the assessments of their children's progress.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a welcoming environment where children learn through play. The childminder knows the children she cares for well. She plans activities that she knows will capture the children's interests and engage them in prolonged periods of uninterrupted play and learning. When children first start, the childminder talks with the parents to find out about their children's interests and she takes some positive steps to involve parents in their children's learning. She closely observes the children and uses these observations to make assessments about children's stages of development. The childminder uses this information to plan appropriate next steps for children's learning and incorporates these into her activity planning.

The childminder carries out progress checks for two-year old children. She shares information she gathers about children's abilities and any gaps in their learning with parents, and makes suggestions about how parents might help children's learning at home.

The quality of the teaching is good. The childminder plans an appropriate mixture of adult-led and child-initiated activities, and is skilled in deciding when to lead the learning and when to stand back and let children play freely. In the garden children play independently with ride-on toys, dig in the mud and talk and play in the playhouse. Indoors the children take part in some well-planned activities, such as one planned to develop children's

physical skills and number recognition. During the activity, the childminder talked with the children about what they were doing and challenged them to find different numbers she has incorporated into the rice pouring play. She places a high value on all learning and is quick to encourage children's further development. For example, when two children chose to add cars and diggers to the tray the focus of the activity moved to storytelling and talking. The childminder recognised the importance of this learning and immediately planned how she intends to encourage more of this at a later date. As a result of the interesting activities and the good quality teaching all children are excited to learn and make good progress toward the early learning goals.

The childminder makes very good use of routines to help children in their learning. Children count and sort plastic plates and cups when they help prepare for lunch. Children make very good progress in the acquisition of self-help skills. When they prepare to play outside they all put on their own coats and boots, and some manage to fasten their zips. All children routinely help to set up activities and resources. They were keen to help get the bikes out of the shed and eager to put the legs on a plastic table ready for a game. Children unwrap their own sandwiches and peel fruit.

The childminder plans lots of outings to enhance children's early years experiences, and to gain awareness of the world. She visits local toddler groups and makes very good use of parks and woods where children jump in puddles and collect natural materials that they bring back to the childminder's home to use creatively. The childminder is skilful in incorporating many aspects of learning into these outings. For example, she uses walks in the woods to re-enact familiar stories which captures children's imagination and helps them make progress with language and literacy.

As a result of the childminders planning and teaching children make good progress in all areas of learning and are acquiring the important self-help skills they need for the next stage in their learning.

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

The childminder understands that it is important for children to feel happy and secure with her. Children and their parents visit the childminder before they start and the childminder finds out about their care routines at home so that she can provide continuity. As a result, children settle quickly and it is clear that children see the childminder's house as a 'home from home' and are very happy to be there.

Many resources are stored in boxes and units at low levels and those that are not are clearly labelled with words and pictures so that children can see what is available and ask the childminder for them. Children are very familiar with where toys are kept and are therefore able to help themselves to what they need. For example, when one child wants some cars and diggers to play with they know exactly where to find them. There are plenty of toys and resources and as a result children play co-operatively and are very independent.

The childminder teaches children about how to behave. She is a good role model and

speaks to children calmly and politely. Any challenging behaviour is dealt with appropriately. As a result children are learning about tolerance and respect. The childminder takes necessary steps to keep children safe, in her home and on outings. She makes regular risk assessments and adjusts what she does accordingly. She places a high importance on teaching children how to keep themselves safe and manage risk. Children know that they must not go upstairs and understand why they must not touch the kitten's litter tray. As a result children are very good at managing risk in relation to their age.

Children spend a lot of time outdoors and the childminder views rain and wind as opportunities for children to gain understanding of the world. She says 'You can't beat a bit of puddle jumping'. Meal times are happy, social occasions and children talk with great interest about what each has in their lunch boxes. The childminder builds on this interest to help children learn about the benefits of healthy food and physical exercise.

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

The childminder has a clear understanding of her responsibilities in keeping children safe and helping them to learn. She has a comprehensive set of policies that support her practice in meeting the requirements of the Early Years Foundation Stage. She shares these policies with parents so that they have a clear understanding of how she looks after their children. The childminder knows that she must keep children safe. As well as making sure her home is safe and secure she knows what she must do if she suspects a child may be at risk of harm. She is aware of the signs and symptoms that might raise concerns about a child's well-being and who to report these concerns to.

The childminder is committed to improving her provision for the benefit of all children. She has acted upon the recommendations made at her previous inspection. For example, she has improved safety of her home and developed a set of policies. She sends questionnaires to parents asking for their opinions on what she offers and for suggestions about how to improve. For example, she asked parents for recommendations of parks to visit and trips that children might enjoy. The childminder identifies improvements that she can make and takes steps to make these improvements. She has identified that the children she looks after prefer being outdoors and so is developing a 'mud kitchen' in the garden to benefit all children.

The childminder seeks out training opportunities and is a member of local and national childminding groups. She identifies when particular groups of children will benefit from different styles of learning. For example, she recognises that some boys prefer a more active style and that they make better progress with literacy and language through opportunities to act out and participate in story telling rather than always looking at books.

The childminder builds good relationships with parents. Parents report that they are very happy with what she does. The childminder offers help and advice when parents are facing challenges with children's behaviour or eating, and parents appreciate this support.

The childminder makes time to talk with parents at the beginning and end of each day to keep parents informed of their child's progress. She keeps a home/setting diary and parents are invited to contribute to this. However, the childminder is not proactive in encouraging contributions, or finding other ways to actively encourage all parents to contribute information that will assist her ongoing assessment of children's progress.

The childminder is very proactive in building relationships with schools and other professionals. She obtains parents' permission to share information and sends letters and progress summaries to schools and pre-schools. She works in partnership with these other professionals if children find the move between settings difficult and together they find ways to help the child feel settled and secure. As a result of these strong partnerships between the childminder, parents and other professionals children have continuity in the care and learning and are therefore adapt well to changes in their routines and are able to continue to make good progress in their learning.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY331317
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	834673
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2009
<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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