

Inspection date	10/12/2014
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
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 offers a warm welcome to the children and their families.
- Children attend many groups and participate in a range of experiences outside the home that provide some value to their learning.
- Children form secure, emotional attachments because of the sensitive care and support they receive from the childminder.

It is not yet good because

- The childminder does not consistently identify and use individual children's next steps to inform her planning. Therefore, her planning is not always tailored to meet their needs or challenge them to make the most of the activities provided.
- Children complete many worksheets and have fewer opportunities to freely explore more practical activities at a level suitable to their age and abilities.
- The childminder does not promote children's communication and language development to full effect. She does not consistently talk aloud as children play and ask effective questions to develop children's thinking.

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 spent time observing the childminder with children in the main play room and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.
- The inspector viewed the areas of the property used for childminding.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2006. She lives in Oxford with her husband and their daughter and their niece. The ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outdoor play. The childminder attends local toddler groups and takes children to the local library and local park. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children within the early years age range, all of whom attend on a part-time basis. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the individual experiences planned for each child, focusing in particular on how these will help children achieve the next steps in their learning and development
- provide children with more opportunities to explore and learn through active play, based on the different ways children learn and develop
- improve the programme for communication and language to help all children increase their communication and language skills as well as possible by talking aloud, asking questions, describing what children are doing and encouraging them to comment on their play activities.

Inspection judgements

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

The childminder generally uses her experience of working with children to help them in their learning. She completes some basic observations of children playing to plan some suitable activities. However, she does not fully consider the children's ages and stages of development fully. As a result, she does not plan effectively for children's next steps in learning to ensure that they make good progress. For example, children take part in a planned activity to support their creative skills. During the activity, more-able children used glue sticks to paste onto their paper plate and decorate with glitter. However, the activity is too easy for older children and too challenging and not achievable for younger-age children. As a result, this activity ends up with all the children emptying the glitter onto the floor, although they have lots of fun stamping on the glitter.

Children have many opportunities to become familiar with the written word as they see print in their environment through books and posters. However, it is difficult for older children to discover connections in learning when worksheets are frequently used to encourage counting and pre-writing skills, rather than practical and active learning. For example, children are encouraged to count the number of objects on the sheet and copy letters to practise handwriting rather than undertake activities that support early writing skills when exploring different materials. Nonetheless, the childminder uses regular singing times to support children in developing their attention, vocabulary and listening skills. She introduces simple counting with number rhymes to promote their learning of mathematics. The childminder reads stories with the children to develop their love of books and develop their early literacy skills. The childminder supports children's communication and language satisfactorily as she talks with the children while they play. However, she tends to provide lots of instructions and does not fully promote their understanding by asking effective questions and describing what children are doing as they play. Children learn about the world around them as they plant seeds and watch them grow. The childminder keeps a range of toys, including books and dolls, to develop positive images about themselves and about different cultures. The childminder takes up opportunities to talk about different cultures. Children enjoy searching through a supply of dressing-up clothes. These opportunities help the children to develop different forms of expression and use their imaginations. Children have good opportunities for outdoor physical play and exercise either by playing in the garden or when visiting toddler groups and local parks.

The childminder has positive working relationships with the parents of the children she cares for. She communicates with them on a daily basis, sharing information about the children's day. She has a clear range of policies and procedures that she shares with parents to keep them informed about the provision. There are appropriate arrangements to complete the required progress checks for two-year-old children. As a result, the childminder identifies the children's development and provides relevant information to aid their progress.

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

The childminder provides a welcoming environment where children feel comfortable in her home. She demonstrates a clear partnership with parents, in regard to children's welfare needs. For example, prior to starting, the parents and childminder meet to discuss the child's likes and dislikes, sleep patterns and other key care information. Therefore, children settle with the childminder quickly and separate from their parents with ease. Consequently, children feel secure while they are away from their parents.

Regular outings to various community groups help children to develop confidence and independence in situations away from their main care setting and to start building friendships. Older children manage their own personal needs effectively and their independence is promoted as they use the toilet and put on their coat and shoes with little assistance. The childminder maintains good hygiene routines; these help to keep children well and teach them how to manage their personal hygiene effectively. The childminder's

home is sufficiently resourced and overall there is an adequate selection of toys and equipment. Resources in the main play area are arranged on the floor space and many are presented at children's height. However, weaknesses in planning sometimes mean that resources are not always used to best effect. This means that children are not always interested or challenged during an activity.

The childminder understands how to keep children safe. Children's knowledge and understanding of safety issues are promoted through practical examples incorporated into their daily routines. For example, the childminder reinforces children's understanding of keeping safe when outdoors as they practise road safety on outings. The childminder teaches children about healthy lifestyles. Children benefit from healthy snacks as the childminder encourages children's healthy eating patterns and provides a variety of healthy choices, for example, apples, carrots, grapes and cucumber. Children enjoy the lunch choices provided by their parents. This helps children develop healthy eating habits.

Children generally behave well and are kind to each other. The childminder encourages children to share their toys and, as a result, children learn to cooperate with each other. The childminder is firm and consistent in her approach; she praises and encourages children's achievements and efforts. This further encourages their positive behaviour and helps to promote children's self-esteem and confidence. The childminder encourages good manners by acting as a role model, saying 'please' and 'thank you' to the children. Therefore, children are beginning to learn about how to conduct themselves in social situations.

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

The childminder demonstrates a sound understanding of how to safeguard children. For example, she checks the home on a regular basis. The childminder has attended safeguarding training and demonstrates a satisfactory understanding of the requirements to follow up any child protection concerns. She is attentive to any physical changes or changes in behaviour and knows how to act in the children's best interest.

The childminder demonstrates a satisfactory understanding of her responsibilities in relation to meeting the learning and development requirements. However, children are not always provided with appropriate activities to assist them in progressing well towards the early learning goals. Consequently, monitoring of the learning and development requirements is not rigorous enough to ensure that children's next steps are consistently identified and used to inform future planning. The childminder has satisfactory systems to reflect on her practice and make continuous improvements. She regularly asks parents for feedback and acts on this.

The childminder has a clear understanding of the importance of working in partnership with parents and other settings to ensure children's needs are met. She has effective links with the local children's centre and other agencies. As a result, children are appropriately supported. Parents report that they are happy with the care. One states, for example, that

'The childminder has a lovely manner, and she seems kind and patient. She takes the children to the children's centre so they can interact with more children and explore with a wider range of activities. She completes a diary each day and this helps me to feel involved. I believe that the childminder is providing a positive and happy environment and would absolutely recommend her as a great reliable childminder.'

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	EY330169
Local authority	Oxfordshire
Inspection number	834641
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	14/10/2009
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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