

## Inspection date

Previous inspection date

05/01/2015

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 develop good relationships with the childminder and make significant progress from their starting points in their personal, social and emotional development.
- The childminder provides a safe, secure and welcoming environment, which promotes children's welfare needs effectively.
- The childminder interacts with children routinely, narrating their play and skilfully asking questions to promote their communication and language development.
- The childminder knows children well and works closely with parents to support ongoing progress.

### It is not yet outstanding because

- The childminder is not making the best use of the garden as a learning environment, particularly through the winter months, to fully support children who enjoy playing outdoors.
- Although the childminder provides some sensory experiences for young children, these are not varied enough to fully support their early creative skills.

## 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 both indoors and in the garden.
- The inspector talked to the childminder at appropriate points during the inspection.
- The inspector took account of children's development records, the childminder's self-evaluation form, training records and parent questionnaires.

## Inspector

Gill Little

## Full report

### Information about the setting

The childminder registered in 2012. She lives in Thame, Oxfordshire with her three children. She uses the ground floor for childminding, together with a first floor bedroom as necessary. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children on roll, of whom two are in the early years age range. The childminder offers care on weekdays, including out-of-school care. She walks or drives to the local school and other early years facilities to take and collect children.

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

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

- enhance the garden as a learning environment, particularly through the winter months, by providing a wider range of activities to fully support children who enjoy playing outdoors
- provide a wider range of sensory experiences so that young children can explore different textures and materials to support their early creative skills.

## Inspection judgements

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

The childminder has good procedures to assess children's ongoing progress. She works closely with parents in the initial stages to find out about children's preferences and interests. She makes initial assessments of children's capabilities so that she can measure their progress, and she is clear about their next steps in learning. The childminder communicates routinely with parents and finds out about activities that children enjoy at home. This approach means that she knows children well and promotes good consistency between the home and childminding settings. Overall, the childminder is preparing children well for their next stages in learning.

Children enjoy exploring the various resources and activities on offer. For example, they settle quickly to explore jigsaw puzzles, a wooden train track, a garage and cars. The childminder is familiar with children's individual approaches to learning, allowing them to choose freely and uninterrupted where appropriate. She encourages children to listen to stories, relating these to their experiences to make them more meaningful. The childminder interacts routinely with children, narrating their play to broaden their vocabulary. She asks questions to engage children in their learning and to encourage their

responses. This effectively promotes their communication and language development. The childminder provides a range of experiences that help children make good progress. These include dancing and singing sessions, visiting the local market to buy fruit or setting up a role-play post office. Children enjoy some craft activities, such as painting and exploring modelling dough. However, the childminder does not provide a broader range of sensory experiences to fully support young children's early creative skills.

Outdoors, children develop their physical skills. During the inspection they confidently used slides and wheeled toys. They explored wet sand using buckets of water, rakes and trowels. However, the childminder is not making full use of the garden during the winter months. Although children play outdoors daily, the outdoor environment does not reflect all areas of learning to fully support those who enjoy playing outside.

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

Children make good progress from their starting points in their personal, social and emotional development. They settle well with the childminder, developing confidence and forming positive relationships. This helps them to feel secure. The childminder also encourages children to develop skills for independence, such as peeling oranges at snack time. Children receive routine praise from the childminder, which helps to boost their self-esteem. They play well alongside each other, showing positive levels of behaviour. Children learn about people who are different from themselves as the childminder helps them to celebrate festivals from other cultures.

The childminder provides a safe and secure environment with good supervision levels to reduce the possibility of accidents. Children learn to play safely around each other, respecting each other's space and sharing toys. They learn about road safety when on outings to help them gain valuable life skills. The childminder supports children's understanding of healthy lifestyles by providing nutritious food, such as fruit at snack time. She encourages children to be involved in food preparation and engages their interest by talking to them about what they are eating. Children enjoy regular opportunities to engage in physical activity and enjoy the fresh air outdoors as they play in the garden or take part in outings in the local community.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She is fully aware of safeguarding children procedures and knows how to respond if she has concerns. She provides a safe and suitable home and follows effective safety procedures, such as keeping the front door locked while childminding so that the premises is secure.

The childminder has a consistent approach to assessing children's progress. She is able to identify gaps in their development and works closely with parents to help children make

good progress. She provides parents with individual planning sheets for their children so that they can support learning at home. The childminder evaluates her practice effectively overall, identifying her strengths and areas for further development. She is planning to attend additional training to improve her knowledge and understanding in specific areas, such as improving planning for focused activities. Previous training has helped the childminder to understand children's approaches to play and how to support their freely chosen play. She encourages children and parents to contribute to the self-evaluation process. Parent questionnaires are overwhelmingly positive. Parents comment on the support they receive from the childminder, appreciating her ideas and strategies to help them support their children at home.

### **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>	EY444168
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	883821
<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>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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