

<b>Inspection date</b>	06/01/2015
Previous inspection date	24/11/2008

<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 form good relationships with the childminder. This helps them to successfully engage in learning through play.
- Children gain new skills and develop their confidence because the childminder has a good understanding of the activities and level of support each child needs.
- Children are happy, settled and enjoy a good range of activities that promote their health well.
- The childminder shares her documentation and procedures with parents to keep them very well informed about the service and children activities. This contributes to continuity in the children's care and learning.

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

- Children have few opportunities to observe an environment that is rich in print.
- Children are not fully aware of the range of toys and resources available in order to make choices and decisions in selecting toys, activities and resources.

## 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's play and the childminders interaction in the sitting room and kitchen/dining areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys, letters from parents, a range of policies and children's records.
- The inspector observed hand washing and children having their snack and lunch.
- The inspector gave feedback to the childminder at the end of the inspection.

## Inspector

Tracy Bartholomew

## Full report

### Information about the setting

This childminder registered in 2005. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and school-aged child in Didcot, Oxfordshire. The ground floor of the home is used for childminding, with upstairs used for children to sleep. There is an enclosed garden for outdoor play. The childminder is currently caring for 12 children, of whom six are in the early years age group.

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

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

- introduce more opportunities for children to see letters and words within their environment to support their understanding that print carries meaning
- increase opportunities for all children to make choices and decisions when accessing toys and resources.

### Inspection judgements

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

Children are progressing well in their development due to the good quality teaching they receive. The childminder provides interesting activities which promote children's imagination and allow them to explore their senses. For example, freezing toy animals in ice for children to investigate. The childminder interacts well with the children, offering a good amount of support with their self-chosen activities. For example, as the children explored artificial snow the childminder talked to them about what it felt like and how it compared to real snow. Such activities develop the children's thinking skills and their vocabulary as they use describing words for a purpose.

Children are developing good control and coordination as they complete increasingly complex puzzles. The childminder skillfully promotes children's speech and understanding of mathematics as they play. For example, she talks to them about the different shapes and numbers on the puzzles. Children have good opportunities to listen to stories and see some words within the home. However, overall, children have only limited opportunities to see written words within the indoor and outdoor environments to enhance their understanding of print carrying meaning.

The childminder provides good opportunities for the children to develop their physical skills. She organises regular trips in the community to local play parks, the library and

drop in groups. Children have a range of toys and resources which effectively support their curiosity. For example, they play with torches in a darkened tent and explore toys which operate and make sounds when buttons are pressed. This assists the children's basic skills in operating mechanical toys and equipment to promote their understanding of technology.

The childminder has a good understanding of how the children are progressing and developing within her care. She has accurate development records, which clearly show that the children are achieving in line with expectations for their ages. The childminder uses observations and assessments to identify future learning goals and plans thoughtfully to allow all children to develop to their full potential. The childminder completes formalised written assessments, including the required progress check for two-year-old children, and shares these with parents. This effective partnership working with parents helps to promote continuity in children's care.

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

Children are happy and comfortable in the care of the childminder. They interact with her confidently and she is very attentive to their individual needs. Younger children, enjoy cuddles and reassurance. They approach the childminder for support and closeness at story time, demonstrating a strong sense of security and well-being. The childminder offers good attention to all children and knows them well, including those who are very new to the setting. All children are valued within the routines and play experiences and get along very well together. This shows that behaviour strategies are effective. The childminder offers a good amount of praise and encouragement to the children, which supports their self-confidence and encourages them to try new things. For example, the childminder shows the children how to use a train whistle and then supports them as they develop the skill to do this for themselves.

Children play in a safe, clean and well-presented home. They have a good range of toys and resources that support their learning and development well. However, not all children are fully aware of the toys available upstairs. Although the childminder regularly changes the toys available to provide children with variety, this limits their opportunities to make independent choices.

The childminder promotes children's health and well-being through effective hygiene routines. For example, children wash their hands prior to eating and cleaning routines are organised well. Children benefit from nutritious meals and snacks, which are enjoyed socially by all. Children have regular opportunities to be active and enjoy the fresh air. For example, they go out together to explore the forest school provisions located locally.

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

The childminder has an accurate understanding of her responsibility to safeguarding children. She has effective child protection policies and procedures, and has a secure understanding of the measures she would take in the event of a concern. The childminder has signed consents, contracts and registration records in place on all children. This, along with information obtained from parents at settling in visits, enables her to reflect the routines and care needs of all children very well. The childminder efficiently records children's attendance, incidents, accidents and any medication given. This promotes children's welfare. The childminder's home is safe and suitable for the children to play and explore. She provides suitable safety equipment and practices to minimise hazards to children. For example, cleaning materials are stored out of reach and gates prevent children from accessing the stairs. This enables the childminder to successfully safeguard the children in her care.

The childminder regularly reflects upon her services with parents through discussions and parental questionnaires. In addition, she uses effective self-evaluation to reflect on her practices and to highlight priorities for the future. The childminder shows a commitment to enhancing her provision and improving outcomes for children. She has effectively addressed the recommendations set at her previous inspection. The childminder works well with parents and involves them effectively in their child's learning and development. This helps her to provide a welcoming, homely play environment to help all children to reach their full potential. The childminder has appropriate arrangements to work in partnership with other professionals involved in the children's care to provide coordinated and cohesive care.

### **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

<b>Unique reference number</b>	EY303375
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	834110
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/11/2008
<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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Piccadilly Gate  
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M1 2WD

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