

Inspection date

Previous inspection date

09/01/2015

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

- The childminder's level of qualification gives her a very secure understanding of how children develop. As a result, she uses a range of effective teaching methods to extend children's learning and help them make good progress.
- Children are settled and happy in a warm, caring environment. Strong positive relationships are in place with the childminder.
- The childminder reflects on her practice. She listens to the needs of children and their parents and, wherever possible, adapts her service to meet their needs.
- Partnerships with parents are strong and clearly support continuity of care for the children. Parents are well informed about their children's learning.

It is not yet outstanding because

- The childminder stores some play materials in closed cupboards and drawers out of reach of children. This means children are not always aware of their available choices and are not maximising their opportunities to independently explore their own ideas.

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 in the living room, kitchen and the garden as the childminder interacted with children.
- The inspector looked at children's records and sampled the policies and other documentation, such as suitability checks and communication with parents.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Victoria Weir

Full report

Information about the setting

The childminder registered in 2011. She lives with her partner in Banbury, Oxfordshire. The whole of the ground floor of the house is used for childminding and an upstairs room for rest. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has one child on roll in the early year's age range. The family has a pet cat.

What the setting needs to do to improve further

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

- review the organisation of toys and resources to enhance children's play by enabling them to readily choose from the full range available.

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 how to promote children's learning and development. She uses her observation and planning system to ensure children benefit from interesting and challenging experiences that meet their individual needs. The childminder makes links between the observations and the different areas of learning. She uses these to inform ongoing assessments of children's progress. The childminder routinely reviews her observations and assessments to enable her to plan the next steps in each child's learning. Plans reflect children's current interests, make use of information from parents and identify the skills and knowledge they are working towards. This helps the childminder identify children's progress and match it to expected levels of achievement for their individual age and stage of development. The childminder has a good understanding of how to complete the required progress check for two-year-old children. Accordingly, children make good individual progress in relation to their starting points.

Parents receive good information about their children's progress because the childminder shares learning records and development plans with them. The childminder talks to parents daily when she drops off and collects children. Consequently, there is a continuous flow of information about what they are doing at home and what they have done with the childminder. This provides good continuity for children's learning.

The childminder has progressed her childcare qualifications. As a result, the quality of teaching is very good. She is particularly skilful at extending children's learning by interpreting their actions and responses as they play. She makes suggestions, reshapes tasks, introduces toys and asks effective questions. This helps children make links in their

learning. They consolidate what they already know while they experience new learning. For example, the childminder noticed that young children playing with farm animals were interested in hiding objects. She then created this into a turn taking game. As a result, children expressed ownership and classified animals by the sounds they make. They used words to identify the position of objects, gained new vocabulary, and learnt to count to three.

The childminder provides a wide range of exciting and engaging activities and play materials, which promotes all areas of learning. She sets up planned activities daily, which she tailors to help children achieve the next steps in their learning. However, she does not use her storage facilities to maximise opportunities for children to help themselves to some play materials. For example, the way in which books are displayed means children cannot readily see the front covers to help them make informed choices. Some materials are in unlabelled closed cupboards and drawers out of sight of children. This does not help children to consistently demonstrate their investigative skills and extend their choices.

The childminder supports children's communication and language particularly well, effectively using methods outlined in up-to-date early years guidance. She introduces new words, comments on children's play and builds conversations as she follows children interest. Children enjoy the daily stories and rhymes the childminder provides. All this means children make particularly good progress in their speech. Children learn to count, recognise shapes and explore measure through a variety of activities. The childminder encourages their cooperative play and they gain necessary social skills.

Overall, children receive good support to gain key skills for their future learning as they progress well towards the early learning goals.

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

Children form strong bonds with the childminder and are happy and content in their care. This is because she gathers good levels of information from parents about their children's welfare needs and routines before they start. Tailored settling-in arrangements match individual children's requirements. This helps to ensure a happy, smooth transition between home and the childminder's care. The childminder responds well to children's emotional needs, helping them to separate from their parents confidently. They follow home routines so young children feel safe and secure. The childminder recognises when the children need reassurance and comfort as she appropriately supports their emotional well-being. Children happily approach her for cuddles when required.

The childminder helps children to be independent. She encourages them to build on their self-help skills to advance their skills ready for the next stage in their care and learning. For example, children are encouraged to wash their hands independently at meals times. The childminder teaches them to put on their own shoes. The learning resources are of a good quality. However, children do not always make fully informed choices in their play as some toys and resources are out of sight and do not have visual reminders such as labels or pictures. As a result, younger children do not always remember what is available to

choose from.

Children eat healthy food, and develop their social skills as they sit at the table together with the childminder. The childminder has a secure understanding of how to provide healthy snacks which include platters of fruit. Children enjoy regular opportunities for outdoor and physical play. For example, they regularly go outside in the childminder's garden where they have opportunities to play in the sand and explore the play equipment. This effectively promotes and builds upon the children's physical development.

The childminder reinforces safety messages, focussing on the importance of appropriate behaviour, to keep children safe at home or while out and about. The childminder takes children to groups and on outings. This teaches them how to adapt their behaviour to different social situations.

Overall, children are developing the necessary emotional and social skills to help them make their eventual move to school.

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

The childminder has a secure understanding of the Early Years Foundation Stage framework, and uses this effectively to promote children's safety and welfare. She has completed safeguarding and first-aid training, and has an accurate understanding of her responsibilities. She has detailed documentation in place, and a thorough understanding of procedures to follow should she have a cause for concern in relation to child protection. The childminder takes positive steps to make sure her home is safe. She minimises hazards so children play in a secure, safe environment. For example, stair gates are in place and the childminder carries out daily safety checks. The childminder has an accurate understanding of how to promote children's welfare. There are effective procedures to record accidents, incidents and the administration of medication. This successfully contributes to the children's well-being and safety.

The childminder suitably monitors her educational programmes and the activities she provides. This ensures children receive good support in all areas of learning and allows the childminder to identify any gaps in learning. The childminder has a good regard to self-evaluation and has made a number of improvements since her registration. She has improved her partnerships with parents through the introduction of children's records and improved planning and observations systems. Her good level of qualification means she is aware of the principles of good practice and she reflects daily. This means she is constantly making adjustments and improvements in response to children's changing needs. For example, she purchases resources to support children's changing interests.

Partnerships with parents are strong. Parents make very positive comments about the childminder and the care she provides. They state that she is friendly, approachable and accommodating. Her service is flexible in meeting their needs and they state that they feel full of confidence and have peace of mind when leaving their children in her care. For

example, the childminder makes arrangements to collect and drop off children for parents who don't drive. The childminder works in partnership with parents on a daily basis to support children's development. Parents are able to view a wide selection of moments in their child's day in their records. The childminder has plans in place to develop suitable partnerships with other settings and schools to support children's well-being as they progress to the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY425718
Local authority	Oxfordshire
Inspection number	895203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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