

<b>Inspection date</b>	15/01/2015
Previous inspection date	01/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children show exceptional levels of engagement and motivation in their play due to the very effective and consistent support they receive from the childminder.
- The childminder is highly successful in helping children to make excellent progress in their social and language skills, and in their physical development.
- Children are very safe within the home. They actively participate in keeping themselves safe and form very warm and comfortable relationships with the childminder.
- Children benefit from high-quality care and individualised learning. All children show an excellent sense of security and belonging. They are confident and display high levels of self-esteem.
- The childminder focuses very well on working with other professionals to achieve the best outcomes for all children and develops this throughout his reflective practice.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children as they played inside.
- The inspector spoke to the childminder and children as appropriate.  
The inspector sampled a range of documentation. This included Disclosure and
- Barring Services checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector took account of parents' written views.
- The inspector offered the childminder a joint observation.

## Inspector

Victoria Weir

## Full report

### Information about the setting

The childminder registered in 2008. He is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children on roll, all of whom are in the early years age range. The childminder lives with his wife and two children in the village of Iffley, close to the centre of Oxford. The home is within easy travelling distance of local shops, schools and parks. All areas of the home are available for childminding and there is an enclosed garden for outdoor play.

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

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

- enhance children's good literacy skills even further, for example, by displaying more print in the outdoor area.

## Inspection judgements

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

Children flourish in the childminder's dynamic and professional care. The childminder has extremely successful arrangements for involving parents in making assessments of their children's progress. For example, he quickly establishes children's starting points through discussions and observation. This enables the childminder to track the progress children make during their time in his care. Close and effective monitoring and assessment help him identify any gaps in children's learning and respond appropriately. Through ongoing parental discussions and observations, the childminder builds very accurate pictures of children's learning and interests. He makes excellent use of advice and guidance from relevant professionals to support his practice. This has helped the childminder to plan exciting and challenging experiences for all children. For example, he responds to children's interest in space as he provides a cardboard rocket for them to play in. He teaches older children new words such as 'tentacles' and younger children learn the counting phrase 'Three, two, one, blastoff'. Children develop their literacy and drawing as they enjoy making pictures of familiar alien characters from stories. The childminder also plans lots of craft activities for children who love to glue and paint. He recognises that this will sustain their interest for long periods, providing good opportunities to develop their speech.

The quality of teaching is outstanding because the childminder has recently furthered his childcare qualifications and expertise. He works in effective partnership with early years professionals at his local children's centre. The childminder is impressively skilled at playing alongside children to encourage them to take the lead in their learning. As a result, children consistently demonstrate high levels of active involvement and curiosity.

For example, as the children play with ribbons on sticks, they watch the childminder and then test out their own ideas. Younger children persevere, managing to wind and unwind with accuracy, and older children estimate how many turns it will take to unravel the ribbon. The childminder uses his excellent knowledge of how children learn to turn spontaneous moments in their play into meaningful learning experiences. For example, as children stomp towards the table, he accompanies them, singing nursery rhymes about marching. Children thoroughly enjoy counting to the rhythm of marching. The childminder builds on their interest by expertly directing their attention to the music and sound bag. As a result, children take part enthusiastically in a music activity where they sing, count, classify animals and create their own songs. The childminder is highly effective at matching his support for individual children to their stage of learning and development. As a result, all children receive a superb level of challenge that reflects their individual learning needs.

The childminder provides extensive opportunities for children to develop their skills and learning in all areas. Children benefit from the exciting resources the childminder provides, such as mud and cooking utensils, and different types of sari fabrics. These encourage children to explore their creativity. Children receive exceptional support as they learn to talk and listen. The childminder is very astute in acknowledging all communication and models language very well for children who are just beginning to hold simple conversations. The childminder enhances children's opportunities to develop their early literacy skills. He uses a broad range of methods, including painting, drawing, singing rhymes, and sharing books throughout the day. There are many examples of print for children to see indoors, but there are fewer examples outdoors. This does not maximise opportunities for those who learn best outdoors to see print in the environment. The childminder teaches children to count and to problem solve. They also enjoy exploring colours and shapes. The childminder introduces mathematical language throughout play. For example, he refers to 'high' and 'low' as children explore standing on steps and climbing on his knee. This excellent interaction exposes young children to new language and mathematical ideas. The childminder provides highly stimulating outdoor activities. These regularly challenge children's developing physical skills, enhance their confidence and increase their understanding of risk. For example, children use wood they have helped collect to create den structures and they safely explore outdoor cooking.

As a result of the extremely well-planned activities, children make excellent progress in their learning and development and gain valuable skills to help them in their future learning.

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

Children form strong emotional attachments with the childminder, enabling them to feel happy and secure in his welcoming, stimulating environment. The childminder is extremely supportive and nurturing in his approach, which encourages children to establish close relationships with him. The childminder works very closely with parents, using the wealth of information he gathers to tailor settling-in sessions to meet children's individual needs. As a result, children settle quickly in his care.

The childminder supports children's personal, social and emotional development extremely well. Children learn to share toys and show interest in their friends' play as the childminder explains children's choices and actions to each other. Consequently, young children learn to cooperate with others and they sustain their play as they build on each other's ideas. The childminder encourages children to voice their preferences and their feelings. He uses highly effective methods, such as using puppets to teach children how to manage their emotions and respond to others. As a result, children demonstrate excellent levels of self-esteem and confidence.

Children are developing an excellent understanding of how to promote their own safe and healthy lifestyle. They play outdoors, learn about growing vegetables on their allotment and make healthy choices at snack time. Children's safety is central to the childminder's practice. He plans safe evacuation exercises to enable children to learn the procedures. The childminder involves the children in carrying out risk assessments as he encourages them to identify possible hazards as part of a game during their regular trips to play in the forest. As a result, children learn to look out for dangers.

The childminder encourages older children to help prepare their snack time and serve themselves drinks. Mealtimes are a relaxed, social occasion where children sit together and share important aspects of their day with each other. The childminder teaches children to learn about good table manners. He has stringent hygiene routines, protecting children from cross-infection. Young children are able to rest comfortably, in line with their individual routines, to promote their sense of well-being. The childminder encourages younger children to cooperate with their care routines and begin to recognise their own needs. For example, he chats about nappy changing and helps them to recognise the signs that they may need the toilet. Older children go to the toilet independently and learn how to wash their hands with gentle reminders from the childminder. As a result, children develop their self-care skills efficiently.

The childminder organises a highly stimulating environment so children can make thoughtful choices. Children access a wide range of toys and resources so they can experiment, investigate and challenge themselves, both indoors and outside. The childminder ensures that children access a wide range of activities outside the home to complement or extend their play and learning. For example, they regularly visit woodlands and the local library. In addition, they visit local schools to take part in events that celebrate other cultures. Children benefit from weekly play opportunities at children's centre groups. They gain confidence in interacting with larger groups of children and learn to speak in front of others. Consequently, children develop social skills, which support them to prepare for their moves to nursery or school.

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

The childminder has an excellent understanding of the requirements of the Early Years Foundation Stage. He has well-organised documentation, including many policies to help

support safe practice and underpin his highly effective procedures. The premises are safe and secure and supervision levels are excellent. The childminder has a very good understanding of safeguarding children procedures, having attended training. He explains that he makes his mobile phone policy very plain to parents so that they fully understand his rules to help protect children.

The childminder is very proactive in seeking guidance from other professionals and uses this to further improve outcomes for all children. For example, help and advice from a children's centre teacher supports a current focus on early communication, language and literacy. This follows a national initiative. As a result, children make rapid progress as they develop excellent talking and listening skills. The childminder builds highly effective partnerships with other providers who care for the children attending. He shares a daily diary to promote excellent continuity in children's care and learning.

Since the last inspection, the childminder has achieved an early years qualification at level 3. He states that this training has helped to reinforce his existing practice and improve his self-reflection skills. The childminder reviews his practice regularly and takes action to address areas in which he feels he can improve. For example, he has developed his knowledge of sign language to further support younger children's language development. The childminder develops extremely strong partnerships with parents. They receive a wealth of excellent information to help keep them informed of their children's progress and daily routines. Children make excellent progress with this very well organised childminder.

### **The Childcare Register**

The requirements for the compulsory 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>	EY385881
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	829976
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/06/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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