

<b>Inspection date</b>	27 January 2015
Previous inspection date	8 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder's observations are too basic to identify children's development and learning styles effectively. She assesses children's progress but is not fully effective in carrying these out routinely to reflect current achievements and next steps in learning.
- The childminder does not focus carefully enough on planning key activities with clear learning objectives for individual children. As a result, children do not benefit fully from the activities on offer.
- The childminder talks to children routinely but does not consistently use high quality interactions to enhance communication and language development.
- The childminder evaluates her practice but does not always successfully identify weaknesses to improve outcomes for children.

### It has the following strengths

- The childminder provides a suitably safe home and supervises children closely.
- The childminder attends to children's care needs effectively, such as changing nappies and providing snacks in accordance with their individual routines.
- Children develop good relationships with the childminder and with each other. They show that they feel settled and happy with the childminder, and they clearly enjoy their time with her.
- Children have choice in what they do and can access a suitable range of activities across different areas of learning. The childminder supports their play adequately by following their interests.

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

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

- implement an effective system for observing and assessing children's progress to clearly identify their current achievements and next steps in learning
- improve the quality of planning and teaching by clearly identifying learning objectives for individual children within key activities to enhance their play experiences.

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

- enhance interactions with children by focusing more on narrating their play and by responding effectively to their attempts to communicate
- develop self-evaluation processes to identify weaknesses in practice and to consider ways to address these to improve outcomes for children.

## **Inspection activities**

- The inspector observed activities indoors.
- The inspector talked to the childminder at appropriate points during the inspection.
- The inspector looked at the childminder's self-evaluation form and written comments from parents.
- The inspector took account of children's development records and evidence of the childminder's training certificates.

## **Inspector**

Gillian Little

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children enjoy choosing resources freely, such as musical instruments, books, jigsaws and those reflecting everyday life, and the childminder follows their interests. She provided some encouragement to children to join in with actions to songs. The childminder sometimes engaged their interest well, such as through sharing stories. However, she missed many opportunities to narrate children's play to extend their vocabulary. The childminder does not routinely plan key activities, so her teaching lacks focus on helping children to acquire specific skills. Her observations focus too much on identifying areas of learning and not enough on celebrating children's achievements. The childminder carries out overall assessments of children's development every six months and uses this information to plan activities. However, this process is not regular enough to keep up with children's ongoing progress. The childminder is therefore not fully effective in challenging children's learning to prepare them successfully for their next stages.

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

Children smile and giggle as they play, approaching the childminder with confidence for reassurance and support. They are familiar with the learning environment and help themselves to resources, showing good levels of self-motivation. The childminder helps them to share and provides lots of praise, therefore promoting good behaviour. She has a welcoming, friendly approach, which helps children to bond well with her. The childminder supervises children closely at all times and follows sensible safety procedures, such as using a safety gate to prevent access to the kitchen. She helps children learn how to play safely, showing them how to roll a ball indoors instead of throwing it. The childminder promotes healthy lifestyles well, providing nutritious snacks and regular drinks. Children play outdoors on a daily basis and there is a range of equipment in the garden to help promote their physical development. The childminder is attentive to children's welfare needs so that they are comfortable and well-cared for.

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

The childminder demonstrates an adequate understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has a clear awareness of safeguarding children procedures having attended recent training. The childminder develops appropriate partnerships with parents, such as discussing starting points in children's learning and any concerns about their development. She takes some steps to improve her practice, such as attending courses relating to positive behaviour and mathematics. However, the childminder has not fully met recommendations from the last inspection and so some areas of practice remain weak. She is not making the best use of self-evaluation to identify and address these areas to improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY415790
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	997266
<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>	8 June 2011
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Oxford with her husband and daughter. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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