

Inspection date	05/12/2013
Previous inspection date	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 develops warm and genuine relationships with children so that they settle quickly in her care and enjoy their time with her.
- The childminder uses high quality interactions throughout children's routines and play activities to support their communication and language skills effectively.
- The childminder monitors children's progress well to identify their ongoing achievements and to plan challenging activities.
- The childminder is well organised and has a high regard to safety. As a result, children are able to play in a stimulating and safe environment.

It is not yet outstanding because

- The childminder is not fully successful in incorporating early writing into children's favourite activities to encourage reluctant writers, particularly boys, to find writing interesting.

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 indoors and carried out a visual check of the premises.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- The inspector took account of children's development records and planning documentation.
- The inspector checked evidence of the childminder's training and qualifications.

Inspector

ISP Inspection

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, daughter and stepdaughter in Carterton, Oxfordshire. The whole ground floor of the house is available for childminding, together with a first-floor bedroom for sleeping. Children have use of a garden for outdoor play. The family has two pet ferrets. The childminder is registered on the Early Years Register and is caring for three children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register, although is currently not offering out of school care. The childminder supports children of service families. She offers care on a daily basis, including school holidays. She walks to the local pre-school 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 children's interest in early writing, particularly among boys, by incorporating a wider range of relevant mark making materials into their favourite activities, such as role-play.

Inspection judgements

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

The childminder makes good use of her observation, assessment and planning processes to identify children's achievements and to plan challenging activities. She devises weekly play plans for individual children, which clearly show their current interests and an outline of activities relevant to their levels of development. She uses an online record system to share daily information with parents about their children's progress and welfare. This approach is particularly valuable for parents who are not always able to meet with the childminder, such as those of service families. The childminder shares ideas for children's next steps in learning with parents to encourage their involvement in their children's education. She understands the requirement to complete progress checks for children aged two years and will use her ongoing observations for this purpose when necessary.

The childminder provides interesting activities and resources to suit children's interests and stages of development. Young children become engrossed exploring treasure baskets filled with interesting materials and objects, which encourages them to handle items of different sizes and shapes. They show fascination with the childminder's mobile phone as they look at Christmas pictures and listen to Christmas songs. This experience prompts them to communicate their excitement through their own sounds and words. The childminder maintains a high level of interaction with children. She uses descriptive words to develop their vocabulary and narrates children's play so that they hear phrases and

sentences. She reads books with expression, repeating single words and linking these to pictures to promote children's understanding. Children respond by clapping with delight and choosing other books, showing a positive interest in early literacy. The childminder plans a wider range of activities for older children, such as baking, role-play and number rhymes to promote their creativity and mathematical development. She provides opportunities for children to develop early literacy skills, such as following baking instructions and using a chalkboard. However, she is not fully successful in incorporating early writing into children's favourite activities, such as role-play, to encourage reluctant writers, particularly boys, to find writing interesting.

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

Children clearly demonstrate that they feel relaxed and secure with the childminder. They respond well to her friendly and caring nature, and benefit greatly from her ongoing involvement in their play. They receive lots of praise for positive behaviour, such as for giving cuddles. The childminder supports older children to understand behavioural expectations by involving them in devising rules and making a 'kind hands' display of good behaviour. The childminder displays photographs of children's families at child height and encourages children to talk about these, which gives them a sense of belonging. Children's personal and social skills are developing well, giving them the confidence to explore the learning environment and to learn the skills they will need for their next stages in learning.

Children develop skills for independence well. Young children quickly learn to feed themselves with a spoon and fork and to cooperate with nappy changing. The childminder provides good support for children of pre-school age, such as encouraging them to put on their own shoes and to understand the importance of hand washing. She helps children to develop a positive approach to healthy eating through discussion and reading relevant books. She provides nutritious, homemade meals and healthy snacks so that children receive a good diet. She encourages children to play outdoors in all weathers using waterproof clothing and a canopy on wet days to provide some shelter from the rain. She takes children on regular outings, such as to a local wildlife park and a butterfly house, which successfully promotes their interest in the world around them.

The childminder has a high regard to safety and helps children to learn about the importance of this, such as teaching them to stay close and to hold the pushchair when walking to and from school. She supervises children carefully around the family's pet ferrets and has additional netting on the cage so that children cannot poke their fingers through.

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

The childminder demonstrates a clear understanding of her responsibilities to meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. She has completed a safeguarding training course, which has given her confidence and

reassurance about her safeguarding procedures. She is familiar with possible symptoms of children at risk and she is clearly able to explain how she would respond to concerns. She provides a safe, child friendly home and follows effective safety procedures, such as maintaining storage heaters at a safe temperature. She carefully considers the individual needs of all children and has completed a comprehensive risk assessment to maintain high levels of safety.

The childminder has good procedures in place to monitor children's progress. She evaluates routinely the children's responses to the activities she provides, to consider which activities children enjoy most and in which areas of learning they are progressing well. She identifies any gaps in learning and strives to be creative when planning new activities. For example, the childminder gains new ideas from other childminders and from her online planning system. She demonstrates a clear understanding of how to support children if they are not making expected progress, such as working closely with parents and seeking support from outside agencies. The childminder has achievable plans in place to improve her practice further, such as developing role-play activities outdoors.

The childminder works well with parents and is sensitive to their individual needs and circumstances. She actively supports them in times of need and she takes time to talk to them on a daily basis to maintain good relationships. She is proactive in making links with other settings that children attend to maintain continuity in children's learning and development. She talks to staff in other settings to find out about children's progress and to identify any gaps in children's learning, so that she can take steps to close gaps in learning while children are with her.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY459474
Local authority	Oxfordshire
Inspection number	918961
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	5
Number of children on roll	3
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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