

Inspection date	17/03/2014
Previous inspection date	10/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 has developed strong trusting relationships with the children, and they thoroughly enjoy attending.
- The childminder provides a safe environment where children make overall good progress in their learning and development from their starting points.
- Children's welfare needs are met well and a healthy lifestyle is promoted through well balanced menus of home cooked food.
- The childminder establishes good relationships with parents and works well in partnership with outside agencies to provide support to meet children's individual needs.

It is not yet outstanding because

- The childminder does not fully involve parents and children in the self evaluation process to further improve the quality of provision.

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 spoke to the children and had discussions with the childminder.
- The inspector took account of parents' views.
- The inspector viewed a sample of the childminder's documentation.
- The inspector made a number of observations of activities.

Inspector

Edgar Hastings

Full report

Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter aged 16 years in Abingdon in Oxfordshire. Her home is readily accessible. Shops, toddler groups, a park, and library all lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The whole of the ground floor is used for childminding with sleep and toileting facilities available on the first floor. There is a fully enclosed garden for outside play. There are currently 16 children on roll, five of whom are in the early years age range all of whom attend on a part-time basis. The childminder holds a childcare qualification at level 3. The family have 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:

- strengthen the self evaluation process to further identify areas for development by engaging parents and children in this process.

Inspection judgements

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

The childminder provides a welcoming and interesting learning environment for children through the way she has adapted the use of her house. Well organised resources appropriate to their age and stage of development are easily accessible to children enabling them to make choices independently. Wall displays celebrate children's creative work alongside colourful pictures and posters to support and extend children's learning. Children have free access to the ground floor accommodation where they play independently at times or share activities with the other children. The childminder plans a good range of play activities that are of interest to the children and enable them to investigate new experiences. For example, the box of musical instruments enables them to shake, strike and blow to hear the different sounds they make. The childminder teaches children the names of the instruments and uses words to describe the sounds they make. This helps to promote children's vocabulary well. She supports the younger children who find blowing into a recorder to make a sound difficult, by ensuring they close their lips firmly around the mouthpiece.

Children enjoy building towers as they skilfully place bricks or other shapes on top of one another. The childminder uses these activities to develop children's counting skills, and praises their efforts when successful. This helps children to develop confidence and self-esteem. In the home corner children prepare for a tea party as they get out the cups and lay the table together. They use their imagination as they fill the kettle and pour cups of

tea. Children enjoy exploring the different resources available and making choices of activities. The childminder is aware of when to provide support for children's learning and development, and makes careful interventions. For example, when children are exploring a box of toy figures she asks them if they recognise who it is and asks further questions about what they are doing, and the colour of their clothing. The childminder creates opportunities for the children to be creative through using paints and crayons, cutting and sticking activities, and play dough which develop small muscle control.

In the outdoor area the childminder provides activities to promote children's handling skills. For example, children explore the peat tray containing fir cones, and they enjoy filling buckets with the peat using spoons and small spades. Counting skills are constantly reinforced during the activities. The childminder uses the outdoor environment to extend children knowledge of the seasons through displays of autumn leaves and spring flowers. The childminder demonstrates good teaching skills as she regularly engages children in purposeful conversation to develop their knowledge and understanding. She frequently uses questioning to check children's learning and to extend their thinking. Children enjoy physical activity through climbing and sliding on the play apparatus, and use the wheeled toys and cars with confidence. Throughout the year the childminder provides activities to celebrate the cultural diversity of the wider world. For example, art activities support the celebration of St Patrick's Day, and topics for older children reflect the way of life for people who live in Africa and other parts of the world.

Children make overall good progress from their starting points because of the careful planning of activities to meet their individual needs. The childminder seeks support for children who make less than expected progress. On admission, parents share information with the childminder about their children's interests, their likes and dislikes, and their daily routines. This information provides useful starting points for assessment for the childminder. She makes regular observations and accurate assessments of children at play, and identifies their next steps in learning. This information is regularly shared with parents so that they know how well their children are progressing. The childminder completes the required progress check for two-year-old children, and takes account of parents' views and contributions.

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

Children are very settled in the childminder's home because of the caring environment she provides for them. Relationships are strong and trusting and the childminder meets children's welfare needs well. Children are happy and enjoy the company of the childminder because of the good level of care she provides for them. Children learn to play together and to share toys and activities. Behaviour is good because of the positive ethos created and children are valued equally. As a consequence, children feel safe and are encouraged to engage in safe play, and to show an awareness of others. The childminder encourages children to have a go at taking off their own coats and boots following outdoor play. Children feed themselves at snack times and lunch times. Consequently, this helps to develop their self-care skills and prepare them for their next stage in their development, for example, going to school.

The childminder effectively promotes a healthy lifestyle. Daily menus provide variety and balanced nutritious meals, home cooked from fresh ingredients. Drinks are available throughout the day to ensure children do not get thirsty. Children sit together in the kitchen to eat meals as part of their regular routine. This helps them to appreciate the social aspects of eating together. Hygiene routines help children learn the importance of hand washing before meals and after messy activities. Children have daily outdoor play to engage in physical activities and to be in the fresh air. Frequent visits to the park, activity centres and the local farm, support children's physical development and provide further opportunities for children to explore the world around them.

The childminder has formed strong links with the local pre-school which enables shared activities and visits to take place. She shares information about children's progress and development before they start to promote continuity of learning. As a result, this eases the transfer as children become familiar with places and people they will meet which prepares them for the next stage of their education.

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

The childminder fully understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage Framework because she has undertaken appropriate training. She ensures that the programmes of learning cover all the required areas of learning through careful planning to meet the individual needs and interests of the children who attend. The childminder views training as an important part of her development so that she can provide a good quality of provision for the children. Courses undertaken include areas of child care practice, therapeutic child care environments, and child development in a home based setting. She works in partnership with a childminding network who provide professional advice and guidance to practitioners. She is often asked to share her experiences with newly trained providers. The childminder seeks to improve her practice by trying new ideas and resources that will support children's learning and development in an enjoyable way. For example, learning through music.

The childminder provides a safe and secure environment for the children. She completes regular risk assessments which include when children go on outings to the park and other local centres. Strict safety procedures are in place in the home with door and stair gates used appropriately. In the kitchen the cooker is secured behind a safety screen, and drawers are fastened to prevent from being pulled open. The enclosed outdoor area is secure, and is paved with a safety surface to prevent injury when falling. The childminder has been vetted by the Disclosure and Barring Service to ensure she is a suitable person to care for young children. An appropriate range of policies and procedures are in place to further ensure children's safety and well-being, including the use of mobile phones and cameras on the premises.

The childminder has addressed the issues raised at the last inspection. She provides a

range of topics to promote children's wider understanding of the world around. The childminder's knowledge of the Early Years Foundation Stage Framework has increased considerably through the additional training she has undertaken. Partnership with parents is strong and they speak highly of the service provided. Parents appreciate the regular progress reports, and the well planned food menus and home cooking. Parents say their children enjoy the activities, their relationship with the childminder and have a lot of fun. Parents value the cultural celebrations, and appreciate the fair discipline policy.

The childminder has a strong partnership with the nearby pre-school group, and the local children's centre. This enables her to access professional services to support the children, and their parents. The childminder shows a commitment to improving the quality of her provision. However, she does not fully engage parents and children in the self-evaluation process to identify areas for future development.

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	EY373418
Local authority	Oxfordshire
Inspection number	844370
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	10/09/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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