

Inspection date	04/04/2014
Previous inspection date	24/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 partnership with parents is strong. The childminder use information from parents to ensure children have challenging learning experiences.
- The childminder meets children's social and emotional needs well. Relationships are strong, fostering a sense of belonging and ensuring that children are confident learners.
- Children learn through play in a stimulating environment that is safe and secure; the childminder is aware of her responsibilities to protect and safeguard children from harm.
- The childminder makes good uses of local amenities to enhance the children's learning experiences.
- The childminder encourages children to use their senses to explore the world around them. Babies and very young children enjoy a range of sensory experiences and resources.

It is not yet outstanding because

- The childminder does not hold a formal qualification in early years; this would further enhance the good quality of provision, which she currently provides for the babies and young children.

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 the childminder interacting with the children.
- The inspector had a discussion with the childminder.
- The inspector had a discussion with a parent.
- The inspector sampled the documentation.

Inspector

Sally Hughes

Full report

Information about the setting

The childminder registered in 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 18 and 25 in a house in Wantage, Oxfordshire. Her home is readily accessible. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The downstairs is used for childminding, with a room used on the first floor for sleeping. There is a fully enclosed garden available for outside play. There are currently three children on roll in the early years age range, attending on a full and part time basis. The family have two cats.

What the setting needs to do to improve further

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

- consider undertaking an early years qualification to develop good practice, so that the provision for children is further enhanced.

Inspection judgements

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

The childminder supports children very well and they make good progress because the childminder's knowledge is strong of how each child develops and learns. Consequently, the childminder's practice ensures that children are well prepared for future learning in pre-school provision and school. During each child's induction, the childminder obtains information from parents about what their child knows and can do, and she uses this effectively to inform initial planning. The childminder invites parents to continue to share information about achievements at home. The childminder plans for learning that is tailored to the children's needs. Children enjoy a very good variety of activities in a stimulating play environment. The childminder is aware of the requirement to carry out progress checks for two-year-olds. She knows that she must share these with parents.

The childminder currently cares for very young children and addresses their personal, social and emotional development very well. Children are happy, settled and secure. The childminder promotes their independence and self-confidence effectively. She provides a good range of resources and activities so that children can explore their senses. She inspires their interest in rhymes, songs and makes good use of 'Rhyme Time' at the local library. The childminder interprets the wants and needs of babies extremely well, for example, the sounds they make when they are becoming hungry. Babies and young children are able to share their feelings through expression, babbling and through some recognisable and developing language. The childminder promotes communication and

language development well. She repeats sounds and words back to the children so that they hear words clearly and can repeat them.

The childminder promotes children's physical development well. Babies benefit from a stimulating baby gym to explore and plenty of space where they can move their bodies freely and safely. The childminder provides the young children with 'touch and feel' board books, which helps to develop their manipulative skills and good hand-eye coordination. The children go for walks regularly. In the garden, there is a good range of equipment to excite and stimulate the children's outdoor learning. There is a mini-trampoline, a climbing frame, a seesaw, and bikes and cars, which enable the children to be active and healthy.

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

Children are happy, settled and secure. The relationship between the childminder and the children is very good. The childminder uses effective strategies for managing children's behaviour; these include distraction, explanation and praise in acknowledgement of positive behaviour. The childminder effectively promotes children's independence by ensuring that resources are easily accessible to them. Resources are interesting and exciting; the childminder carefully selects them to meet the children's learning and development needs.

Children play in a safe, warm and welcoming environment. Admission information from parents is thorough with regard to each individual's care needs. Good strong communication continues on a daily basis between childminder and the parents and as a result, the childminder meets each child's needs well. The childminder promotes the children's good health by encouraging them to be active. They regularly go for local walks and trips. The childminder teaches the children how to keep themselves safe.

Parents provide healthy food and the childminder addresses food hygiene requirements well to protect their good health. The childminder addresses children's welfare effectively because she ensures that the environment is healthy, safe and welcoming.

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

The childminder is aware of her responsibilities with regards to safeguarding children. All necessary checks for family members are complete.

The childminder plans and monitors the educational programmes to ensure the children make good progress. She is aware of and addresses well the requirements within the Statutory framework for the Early Years Foundation Stage. The childminder has responded to the areas highlighted for development in the previous inspection. The childminder is aware of strengths in her practice and her current priorities. She wants to develop further the garden area for improved outdoor provision in the winter. A wide range of resources meet children's different learning needs effectively and the childminder maintains these in

good condition. The childminder keeps required documentation up to date and in good order.

Strong communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. Parents share their positive views on the childminder's effective practice. A range of written policies successfully reflects the good service the childminder provides with regard to meeting the children's needs.

The childminder has undertaken local training to keep up to date with current developments in early years but does not hold an early years qualification; this would further enhance the good provision, which she currently provides for the children.

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	133681
Local authority	Oxfordshire
Inspection number	813809
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24/02/2010
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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