

Inspection date	18/06/2014
Previous inspection date	04/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 uses lots of language to develop children's communication skills well and build upon their individual vocabularies.
- The childminder helps children to make good progress in their learning and development, by making regular and effective observations on, and assessments of, children's development.
- The childminder provides a safe and stimulating environment where children feel secure and settled.
- The childminder and her co-childminder work together well to meet each child's individual needs.
- The childminder makes good use of the local environment and attractions, to extend children's understanding of the world around them and to widen their experiences.

It is not yet outstanding because

- The childminder's teaching of mathematics is not consistently of a very high quality.

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 carried out a discussion with the childminder.
- The inspector observed the childminder interacting with children.
- The inspector undertook a joint observation with the childminder.
- The inspector sought the views of parents through references and written feedback.
- The inspector examined some records and documentation.

Inspector

Helen Porter

Full report

Information about the setting

The childminder was opened in 1988 and registered with Ofsted in 2001. She lives in Woodstock, Oxfordshire with her husband and adult daughter. Another daughter is also a registered childminder and they work together. The whole ground floor of the childminder's house is used for childminding. There is an enclosed garden available for outdoor play. The childminder offers care on a daily basis and walks to a local school to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children under eight years of age. There are currently 15 children under eight on roll for both co-childminders, and all attend on a part time basis. The childminder is a member of the TRIO Childminding Network. She holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- ensure consistent high-quality teaching by finding frequent opportunities to talk about and use mathematics in practical, and purposeful, play situations.

Inspection judgements

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

Children of all ages are making good progress in all areas of their learning and development. The childminder plans for children's current interests, and adapts the learning and activities to suit all ages effectively. For example, when learning about outer space she teaches them songs about rockets to learn relevant vocabulary. The older children watch a suitable DVD of the first astronaut to land on the moon to develop their basic knowledge and understanding of space. The childminder observes and assesses children's learning and development effectively, and focuses on each child's next steps for learning. This means that children's learning builds on what has gone before and they are challenged well in their learning.

The childminder engages positively with parents. The children's continuity of learning at home is encouraged and supported well by her because she discusses the children's daily experiences with their parents regularly. This communication keeps parents well informed of their children's progress.

The childminder offers children a good variety of toys and activities. These promote all aspects of learning and development in many fun and interesting ways. For example, children enjoy making dens when playing imaginatively. Consequently, children engage well in both their chosen play activities, and those planned by the childminder.

The childminder provides a good variety of mathematical toys and puzzles. These develop children's understanding of shape, space and colour as they play with them to some extent. The childminder's teaching of early mathematics is not consistently of a very high quality, however, because she misses chances to introduce mathematical vocabulary during every-day play, such as during water play. She supports children's communication and language development well by using lots of positive interaction and language with each child. As a result, children communicate well with the childminder and each other. This means children develop not only their conversation skills well, but their personal, social and emotional skills too, as they learn to get on together. These skills help children be well prepared for the next stage in their learning.

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

The childminder meets each child's individual needs well. She supports new children well when settling in by obtaining information from parents regarding their routines and home lives. This communication builds continuity between the two environments. For example, the childminder encourages use of comforters from home to help children sleep, and to provide re-assurance when necessary. This approach helps children be emotionally secure when with her, so they are confident to explore the good range of resources and activities provided.

Children behave well because they are well occupied and supported by the childminder. For example, children take turns and work together on tasks, with little intervention necessary. This is because they are well motivated and know what the childminder expects of them. The childminder has good routines that are familiar to the children. These increase children's security because they know what is coming next.

The childminder provides a safe and secure environment inside and outdoors, where children play in safety. She builds children's independence well by encouraging them to manage their personal needs, which prepares them well for the move to school. For example, the childminder teaches children to wash their hands after toileting routines.

The childminder meets children's differing dietary requirements well and promotes healthy eating by encouraging parents to provide healthy and nutritious snacks and meals. The childminder provides sleep times and quiet periods to ensure children are well rested, so they are ready to play later.

The childminder builds good relationships with other early years providers, such as staff at the local pre-school. She communicates with them regularly about children's progress, which supports a joined-up approach, so children receive consistent messages.

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

The childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage well. She has secure knowledge and understanding of child protection issues, and knows the procedures to follow if she has concerns about a child's welfare. The childminder has clear and effective risk assessments that cover the indoor and outdoor environments which are hazard free. She extends these risk assessments to keep children safe when on outings to local attractions, such as the local nature trail. This helps her keep children safe and secure in all environments. She makes good use of the local environment and local attractions to extend children's understanding of the world around them. The childminder works well with her co-childminder to meet children's needs, and ensures that all necessary suitability checks on the household have been undertaken. All these measures help keep protect children's welfare successfully.

The childminder uses her up-to-date relevant qualifications in childminding practice, safeguarding and first aid well to promote children's care and learning well. She understands and implements the learning and development requirements well too, having high expectations of children. She attends courses to further develop her knowledge and service, showing her strong wish to drive improvement in the provision she offers children. The childminder evaluates her service regularly and records worthwhile ideas of what she wants to develop next to continue to improve her service and children's progress. Parents report positive views on the childminder's practice, commenting in letters that their children settle quickly in the childminder's care, for example.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	133462
Local authority	Oxfordshire
Inspection number	840979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	04/12/2008
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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