

Inspection date

30/09/2014

Previous inspection date

07/07/2011

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 childminder has a positive, enthusiastic approach and takes careful account of children's interests, which helps to engage them well in their play.
- The childminder makes good use of ongoing interactions with children, which supports them well to make good progress in their communication and language skills.
- Children build positive relationships with the childminder and enjoy their time with her.
- The childminder has made good progress in meeting recommendations from the last inspection, such as making more use of mathematical language during everyday activities.

It is not yet outstanding because

- The childminder does not make the best use of the garden to provide activities and resources that cover all areas of learning.

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 both indoors and outside.
- The inspector talked to the childminder at appropriate points during the inspection.
- The inspector took account of the views of parents from letters and emails provided.
- The inspector sampled documentation, including the childminder's self-evaluation form and training records, and children's development records.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2004. She lives in Witney, Oxfordshire with her husband and two children. The ground floor is available for childminding, together with a first floor bathroom and bedroom. There is an enclosed garden available for outdoor play. Access to the home includes two steps up to the front door. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are six children on roll, of whom four are in the early years age range. The childminder supports children with special educational needs and/or disabilities. She offers care on weekdays, including out of school care. She drives to a local school to take and collect children. She holds a BTEC qualification in Nursery Nursing.

What the setting needs to do to improve further

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

- extend the use of the garden to include all areas of learning, for example, by developing more opportunities for children to explore natural and sensory resources.

Inspection judgements

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

The childminder engages children effectively in their play experiences and daily routines. She has a friendly and enthusiastic approach, to which children respond well. For example, children join in with the words and actions and move their bodies in time to the rhythms during a lively singing session with musical instruments. The childminder makes good use of her ongoing interactions with children. She narrates their play, makes suggestions, asks questions and responds to their contributions. This varied approach supports children's communication and language development effectively, helping them to develop the confidence to express their feelings and ideas. The childminder also takes careful account of children's changing interests throughout the session, focusing learning around the resources and activities that children choose for themselves. For example, when children showed an interest in a shape poster, the childminder talked to them about the shapes and colours, effectively reinforcing their early mathematical development. Since the last inspection, the childminder has made good progress in incorporating more mathematical language into children's everyday experiences. When children played with a train track, the childminder encouraged them to count the carriages and then to count again when one more was added, supporting their early awareness of addition.

The childminder provides a welcoming indoor environment with a range of interesting resources that are easily accessible. She uses the garden regularly to provide children with

opportunities for physical play, such as using large hoops or painting the playhouse with water. She provides some opportunities to reflect different areas of learning, such as supporting children's interest in snails and spiders. However, on the day of the inspection, the childminder did not provide activities in the garden to cover all areas of learning. This reduced children's opportunities to develop their play further, particularly for those children who learn best outdoors. For example, children did not have opportunities to use their senses to explore natural materials.

Since the last inspection, the childminder has improved her assessment and planning processes so that she carries these out more regularly. She knows children well and plans activities to help children move on in their learning. She correctly maintains progress checks for two-year-old children and shares all her assessments as appropriate with parents. She provides good support for children who have special educational needs and/or disabilities. She works closely with parents and outside agencies to ensure that strategies and support are consistent. The childminder develops good relationships with all parents, providing daily feedback on their children's time with her and routinely sharing development records. She encourages parents through discussion to support children's learning at home, making suggestions for activities and pointing out areas where individual children need additional help. Her approach is successful in helping children to develop their skills for the future and in preparation for school. Children are making good progress towards the early learning goals, taking their starting points into account.

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

Children demonstrate that they feel settled, relaxed and confident in the childminder's care. They show good levels of self-motivation, exploring the environment with interest and engaging well in activities. They respond warmly to the childminder, confidently contributing to discussions and giggling at things that they find funny. They develop a good awareness of suitable behaviour and the childminder supports this well, such as helping children to share resources fairly. The childminder encourages children to do things for themselves, where possible, to develop their independence. For example, when children were getting ready to go outside, the childminder encouraged them to fasten straps on their shoes by themselves. The childminder rewards children with lots of praise for their efforts, which promotes their self-esteem effectively. She encourages good relationships among the children, helping them to respect each other and to be kind.

Children develop a good awareness of what constitutes a healthy lifestyle. The childminder ensures that they are able to play outdoors, either in the garden or on outings, on a daily basis so that they benefit from fresh air and exercise. She helps children learn about good hygiene procedures, such as putting their hands over their mouths when they cough. She ensures that children have food and drinks at appropriate times to meet their needs. Children begin to understand how to keep healthy, for example, through discussions with the childminder about their teeth and being thirsty. They learn to play safely as the childminder reminds them about simple safety rules, such as sitting nicely during snack time and not running around with drinks.

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

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She is aware of possible symptoms of children at risk and knows what to do if she has concerns. Since the last inspection, she has taken steps to obtain current safeguarding guidance so that she can refer to this as necessary. She has effective procedures in place for the use of mobile phones and cameras to help protect children. Weekly risk assessments and close supervision of children help to reduce the risk of incidents and accidents.

The childminder knows children well and identifies gaps in their learning to help them make further progress. She monitors her provision of activities indoors routinely, to cover all areas of learning and to meet children's individual needs. She gains ideas from the internet to extend the range of activities on offer and to introduce novelty. For example, she has recently found a recipe for fairy mud, which she plans to introduce as a sensory activity. She has completed a self-evaluation of her provision, which identifies further areas for development such as supporting parents' understanding of the Early Years Foundation Stage. This shows a positive approach to improvement and to enhancing outcomes for children. The childminder's response to recommendations from last inspection has been positive. Letters and emails from parents show that they are very satisfied with the childminder's care of their children. They have commented that she helps children to become confident and self-assured, and that she provides a welcoming and well organised home.

The childminder works well in partnership with outside agencies to support children with special educational needs and/or disabilities. For example, she facilitates support sessions for children in her home during her childminding hours and learns some sign language to enhance communication. She keeps in close contact with other settings that children attend through frequent discussions with staff to promote continuity in children's learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY279377
Local authority	Oxfordshire
Inspection number	843605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	07/07/2011
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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