

Inspection date	25/11/2014
Previous inspection date	31/03/2009

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

- There is a strong focus on supporting children's personal, social and emotional development. As a result, children develop good manners and positive behaviour.
- There are good relationships in place between the childminder, children and their parents, which helps children to feel secure and comfortable in her care.
- Children settle well to explore resources and they have a positive approach to learning.
- The childminder makes good use of incidental learning opportunities, through everyday routines and experiences, to support children's progress.

It is not yet outstanding because

- Although the childminder plans focused activities to enhance specific skills, she only does this once or twice a week, which reduces opportunities for such learning, particularly for older children moving up to school.

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 compulsory part 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 outside.
- The inspector talked to the childminder about her practice at appropriate points throughout the inspection.
- The inspector took account of the views of parents through documentation.
- The inspector sampled other documentation, including the childminder's training records and children's progress records.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2008. She lives with her son in a village near Chipping Norton, Oxfordshire. The whole house is available for childminding with an enclosed garden for outside play. Bathroom facilities are on the first floor. The family has a dog. The childminder receives funding for the provision of free early education for children aged two, three and four. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are five children on roll, of whom four are in the early years age range. The childminder offers care on weekdays, including out of school care, and offers overnight care. She walks to the local school and other early years facilities, 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:

- increase the frequency of more focused activities, particularly for older children, to further enhance specific skills in their preparation for moving up to school.

Inspection judgements

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

The childminder has a good understanding of children's individual needs. She makes routine observations and assessments of their progress, sharing her findings with parents. She encourages parents to tell her about children's interests and experiences at home, so that she can incorporate these into her planning. She uses all of this information to identify children's next steps in learning, which forms the basis for ongoing activities and resources. She is able to demonstrate that the children in her care are making good progress overall from their starting points.

The childminder provides a welcoming environment, where children can explore resources freely. Children settle well and they demonstrate a positive approach to learning. They develop their language, creative and physical skills, as they enthusiastically sing songs using musical instruments, jumping up and down in response to the rhythms and words. The childminder follows their interests well, enabling them to make choices throughout the day. For example, children chose to play outdoors in the rain, where they became engrossed exploring ice, which had formed overnight. The childminder makes good use of such incidental learning opportunities, encouraging children to think about what will happen to the ice when the sunshine comes out. She helps children to learn about letters and sounds, numbers, colours and money, throughout daily routines and experiences, which supports their ongoing progress well.

The childminder plans activities to enhance specific skills in learning. On the day of the inspection, children were making Christmas decorations, which incorporated number recognition. The childminder supported children's awareness of numbers well and older children demonstrate that they can count and recognise numbers confidently beyond 10. However, the childminder explains that she only plans focused activities once or twice a week. This approach reduces opportunities for such learning, particularly for older children moving up to school.

Parents demonstrate that they are happy with the support the childminder provides for their children. They appreciate her daily diary system, which keeps them well informed of their children's care and learning. They comment that their children are happy in the care of the childminder and that they have made significant progress with her support.

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

The childminder focuses particularly well on supporting children's personal, social and emotional development. She is a good role model and has a very calm and patient approach. She takes time to carefully explain to children her expectations of their behaviour and manners. As a result, children spontaneously use good manners, such as asking if they can start eating at snack time, or being polite to visitors at the door. They respond well to requests from the childminder, helping to tidy up toys and preparing for snack time. They show that they are confident and relaxed in the care of the childminder, demonstrating good relationships. They are motivated to explore the environment and they play well together.

Children develop a good understanding of the importance of healthy lifestyles. They have easy access to outdoor play in all weathers, which promotes a positive attitude to physical exercise and being outside. They learn about good hygiene practices as the childminder supervises and supports them well during toileting routines. They enjoy a nutritious snack of fruit and salad items, demonstrating a positive approach to healthy eating. The childminder supports them well to learn about safety through everyday experiences. For example, she helped children to handle the ice carefully and explained that this would be slippery underfoot.

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

The childminder demonstrates a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She provides a safe and secure home, supervising children well to help reduce the risk of accidents and incidents. She has a good understanding of safeguarding children procedures, such as keeping data confidential, supervising children when using the internet and recognising signs of children at risk. She knows what to do if she has concerns about children and she shares relevant policies with parents.

The childminder monitors her educational provision through careful assessment of children's progress and encouraging feedback from parents. This helps her to identify any gaps in children's learning and to ensure that she is reflecting children's interests. She reflects on her practice on an ongoing basis so that she can make changes to suit the individual children in her care. This forms the basis of her self-evaluation processes. Since the last inspection, the childminder has developed her assessment procedures to reflect children's individual needs more carefully. She is currently using an online forum for advice and ideas for new activities, which is helping her to improve her practice further.

The childminder works well in partnership with parents and other settings that children attend. She is proactive about developing procedures to enhance consistency, such as introducing a communications book to which everyone can contribute. This is effective in sharing practice, particularly around issues such as behaviour. The childminder is also proactive about sharing information about children's progress with other carers in order to build a complete picture of their development.

The Childcare Register

The requirements for the compulsory 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. 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	EY375666
Local authority	Gloucestershire
Inspection number	829437
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	31/03/2009
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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