

Inspection date	10/07/2014
Previous inspection date	15/09/2009

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 good understanding of safeguarding and child protection, which enables her to protect children and keep them safe from harm.
- Children make good progress in their learning as the childminder provides well planned and stimulating activities which meet each child's individual needs.
- Children have strong emotional bonds with the childminder who offers them good emotional support.
- Children are well behaved as the childminder encourages good behaviour through praise and reinforcement of good choices.
- The childminder has close working relationships with the children's parents, which ensures children are confident and secure in the childminder's home.

It is not yet outstanding because

- There is scope for more able children to be challenged more to ensure they make accelerated progress in line with their abilities.
- There is scope for the childminder to develop her reflective practices to ensure her provision is striving to achieve ambitious targets and to constantly improve.

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 children at play, indoors and outside and the childminder's interactions with them.
- The inspector sampled documents including policies, registers, and children's records of their learning.
- The inspector held discussions with the childminder.
- The inspector had a tour of the premises and looked at resources and toys.
- The inspector spoke to a parent and read references parents have written about the childminder.

Inspector

Natasha Crellin

Full report

Information about the setting

The childminder was registered in 2008. She lives in a residential district approximately two miles north of Banbury town centre, with her husband and two children aged twelve years and six years. The entire house is registered for childminding. Toilet facilities are on the ground floor and the first floor. A fully enclosed rear garden is available for outside play. The family has a cat, fish and guinea pigs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to walk to a local school to take and collect children. The childminder is a member of a nationally recognised childminding association.

What the setting needs to do to improve further

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

- provide more opportunities for more able children to be challenged in their learning in order for them to make accelerated progress, in line with their capabilities
- formalise the systems of reflective practice and self-evaluation in order for them to be used to set ambitious targets for improvement and to closely monitor the quality of teaching.

Inspection judgements

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

Children are happy and enjoy the time they spend with the childminder. They participate in a range of activities indoors and outdoors and through visits to the local organised events such as toddler groups. The combination of well-planned adult and child-initiated activities allow children to explore all seven areas of learning and make good progress.

The childminder has an excellent understanding of the learning and development needs of the Early years Foundation Stage and takes into account the different ways children learn. She teaches well-planned activities, which reflect children's needs and stages of development. For example, children playing in the garden are encouraged to make marks on the pavement and on small chalkboards with brushes and water and they delight in making patterns and watching them dry. This activity encourages children to develop the skills needed for when they learn to write.

The childminder has an excellent understanding of the need to observe children in play and to use information gained about their interests and learning in the planning. She uses observations to monitor children's progress and has a very good understanding of

children's strengths and areas for development. The childminder identifies the abilities of more able children well and these children make good progress. However, there is scope for them to be accelerated in their learning through more challenging activities and more focused teaching. The childminder shares next steps for children's learning with parents through very comprehensive scrapbooks, which contain observations, work samples and photographs. These demonstrate the wide variety of activities the children participate in such as going out in the rain to jump in puddles.

Children's speaking and language skills are developing well. Children look at the childminder's face when she speaks and copies the words she says, which supports their understanding of how words and sounds are formed. The childminder takes opportunities to model extended sentences demonstrating a good understanding of how children acquire and develop language. For example as a child says, 'there' and the childminder replies in a full sentence, 'yes, the pot of water is over there.' This allows the children to hear full and grammatically correct sentences and to extend their vocabulary.

Children enjoy imaginative play and they make good use of the play kitchen and pots and pans made available to them. Children work together to make pretend meals for the childminder who supports their play by asking them to make her tea and cake. These interactions allow children to focus on their play for an extended period of time. The childminder asks the children appropriate questions and allows them time to respond, showing sensitivity to their needs and an understanding of children's levels of development.

The childminder has strong and close relationships with the families of the children she cares for. Open and frequent communication through face-to-face chats, emails, newsletters, questionnaires and monthly meeting ensures children's needs are quickly met. Parent's feedback describes the childminder as having a 'professional attitude and an energetic personality.' These close relationships between home and the childminder support children emotionally and in their learning.

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

The children are happy and have close and secure attachments to the childminder who is caring and affectionate towards them. Children often move to the childminder for cuddles and to share experiences with her. The childminder knows the children very well and they share jokes and affectionate names with each other demonstrating warm and positive interactions. The childminder models kindness, which supports children's emotional development. For example, children are encouraged to be gentle while patting the family guinea pigs and children delight in the experience of interacting with pets in an appropriate and supported way.

The childminder is a positive role model and leads by example, saying 'please' and 'thank you' as she interacts with children. The childminder speaks to children in a calm and reassuring way, giving them full attention as they speak which makes them feel important and develops their self-esteem. As a result, children show a sense of security and

belonging in the childminder's home. They participate actively and enthusiastically in activities. They make full use of the environment and show confidence to explore and try new activities. In response to the clear boundaries and the nurturing example set by the childminder, children get on with each other extremely well while playing together and sharing experiences. Their behaviour is excellent.

The childminder encourages healthy living by only providing healthy snacks such as mixed fruit and water or milk. A clear policy about healthy eating is shared with parents to reinforce the message and to encourage them to provide healthy lunch boxes for their children. The childminder ensures children learn positive messages about being healthy by regularly applying sun cream, wearing hats and encouraging children to play in the shade at the hottest time of the day. Children follow the routine of washing and drying their hands after touching the guinea pigs and before eating. Even the youngest children are encouraged to do this independently. Children have plenty of opportunities to develop their physical skills through the day playing with balls and running around in the garden.

Children demonstrate a good understanding of the routine and are confident moving around the house and the garden. Toys are stored at children's level to support their independence and to allow them to take control of what they want to play with. The childminder is constantly praising children, which encourages them to have a go at new things and children are confident and engaged throughout the day.

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

The childminder has a good understanding of her legal responsibilities to implement the welfare requirements of the Early years Foundation Stage. This ensures children are safe and secure in her care. All adults living on the premises are vetted. The childminder has implemented a good range of policies and procedures to keep children safe such as ensuring visitors are not left alone with children and a clear policy on the use of mobile phones and cameras. The childminder understands what to do if she felt a child was at risk of abuse. She carries out regular risk assessments on the premises and equipment the children use, as well as on outings, ensuring children can play safely in a suitable environment.

The childminder is very well organised and her house is clean and attractive, creating a welcoming environment for children to play and learn. The childminder makes good use of the available space in her home and toys are stored neatly, but still with easy access for the children.

Since the last inspection, the childminder has made good progress in her childminding provision. She informally reviews her work taking into account views of parents and by working closely with other childminders who support her with ideas and through constructive feedback. She has used feedback to improve her provision for example, by introducing monthly meetings for parents to provide regular feedback on children's progress. There is scope for the childminder to develop more formalised reflective

practises by setting targets, which will help her continue to strive for constant improvement in the provision.

The childminder has supportive professional relationships with the Local authority who offers support and she regularly attends training through a childminders training provider with whom she has membership. She also works with the local health visitor and the local schools, which supports a smooth transition into formal education when children become old enough. Open sharing of information between parents and other agencies ensures there is continuity of care and learning in all areas of the children's lives.

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	EY375709
Local authority	Oxfordshire
Inspection number	815677
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	15/09/2009
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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