

Inspection date	25/11/2014
Previous inspection date	15/06/2009

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 knows and understands children's starting points, carries out regular observations and plans according to their individual needs. Consequently, children are making good progress in their learning and development.
- The quality of teaching is good. This ensures the children become enthusiastic and independent learners as they explore and investigate.
- The childminder shows a strong understanding of how to keep children safe.
- Children settle well in the relaxed, friendly atmosphere and form close relationships with the childminder.

It is not yet outstanding because

- The childminder does not display children's work or photographs of their experiences so that they can fully value their achievements and talk about those of others.
- The presentation of books does not fully encourage children to develop their interest in stories and print. As a result, children do not routinely select books through the day.

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 children as they played.
- The inspector held discussions with the childminder .
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks.

Inspector

Victoria Weir

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in a three bedroom house on the outskirts of Bicester, Oxfordshire. The childminder uses the whole downstairs for childminding, with access to upstairs for sleep purposes only. There is a fully enclosed garden available for outside play. The home is within walking distance of local shops, parks, pre-school and school. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She currently has seven children on roll, of whom five are in early year's age range. Children attend for various days and sessions. The childminder holds a childcare 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:

- enhance the presentation of books to further encourage children's literacy skills, and their interest and enjoyment of stories
- extend opportunities for children to reflect on their own and each other's successes and achievements, for example by displaying their work.

Inspection judgements

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

Through discussions with parents and observations the childminder identifies children's starting points as they settle in. This helps her quickly identify any gaps in their learning and development and to monitor the progress they make. The childminder knows the children in her care well. She gathers ongoing information through discussions with parents and sensitive observations of children's play and learning. She uses this information to identify and plan for children's next steps in learning. The childminder tailors her environment and activities to offer appropriate challenge for each child. Consequently, children make good progress during their time with her.

The quality of teaching is good as the childminder is skilful in her interactions with children. She is particularly good at following and building on children's interests in their play to provide challenge. For example, as children insisted on repeating a board game the childminder provided new challenge as she encouraged them to identify different rules to win. The childminder develops children's thinking as she uses skilful questioning to encourage them to consider their responses. For example, she challenged children's stereotype that 'red is a girls colour'. She encouraged children to think why that may not be true as children identify what red items they treasure at home. The childminder models

new skills and ways of using equipment. As a result children are enthusiastic learners as they investigate, explore and try different experiences. For example, children initiated different creative techniques as they made dot pictures.

Children benefit from the broad and interesting range of activities the childminder provides. The childminder supports children's communication and language well. As a result, children are confident talkers who listen well and experiment with new words. For example, children finish the childminder's sentence for her by interjecting the correct newly learnt word, 'frosty'. The childminder provides many activities that help children to develop their physical skills. For example, they strengthen their hand muscles and develop control as they join together construction toys, complete puzzles and use pens to draw. Children use the outdoor garden every day to run, balance, climb and throw.

Children are developing their personal, social and emotional skills well. The childminder reminds them to share and take turns as they play. She takes children to play with others being cared for by her childminder friends, and also regularly takes them to toddler groups. This means children develop their confidence playing in larger groups. Children develop their early literacy as the childminder provides many enjoyable activities involving early reading and writing. For example, children use an electronic device to learn letter shapes. The childminder displays text with pictures on the walls in order to help children to learn that print carries meaning. She provides a selection of age-appropriate books. However, she does not display these effectively to fully encourage children to explore them independently. The story books are stored in a big box drawer, which means the front covers are not on display and children cannot easily see what the stories are about. As a result, children do not routinely seek or use stories to develop their imaginative play and early literacy. The childminder introduces mathematical language through everyday routines such as counting the cups on the table. Children learn to problem solve through targeted questioning. For example, during an activity to win trains, the childminder encouraged older children to calculate how many they have won by. This good teaching supports children to develop the necessary skills to prepare them well for their next stages in learning.

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

The children have close and secure attachments to the childminder who is caring and affectionate towards them. They often move to her for cuddles and to share experiences. Children quickly settle with the childminder because she ensures each family feels happy and comfortable in her home before they leave their child with her. She knows the children very well and anticipates their needs ahead of time. For example, she knows when a child needs help using scissors and when to let them try for themselves. She encourages them to be independent. She urges them to put on their own shoes and coats, but is always close by if they need support.

The childminder effectively promotes children's health and well-being. For example, she teaches children about the importance of a healthy lifestyle as she encourages them to eat healthily. She teaches them to wash their hands at appropriate times, such as before

eating or after using the toilet. The childminder works closely with parents to sensitively support children to begin to use the toilet. As a result, children are learning how to be healthy and how to manage their own personal care and hygiene. The childminder ensures children have plenty of fresh air and exercise. She enhances older children's safety and well-being by helping them learn to keep themselves safe and to recognise potential dangers. For example, she teaches them to cross roads safely as they walk. Trips to the local park and the library give children the chance to explore within their community.

The childminder provides a stimulating and challenging learning environment for children. She keeps her house tidy and encourages children to help clear away when they finish an activity. The childminder displays a selection of posters to support children's early mathematics and literacy. However, she is not using the space available to display children's work, photographs or objects they have made. This does not encourage children to value and talk about their work, experiences or the achievements of others. The childminder does, however, regularly praise and encourage children, which builds their self-esteem and confidence. As a result, children feel valued. Through her extremely kind, considerate manner, the childminder fosters children's positive behaviour. Children share readily, and include each other in their play. Overall, the childminder's nurturing and protective care helps provide children with good emotional and social skills. This prepares them well for their next stage in learning in group care, such as pre-school or school.

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

The childminder demonstrates a good understanding of child protection and safeguarding procedures. She is confident in her ability to implement these procedures effectively in order to protect children. The childminder maintains all required documentation. She implements robust risk assessments to identify possible hazards. This enables her to take prompt action to reduce any risks to children indoors, outdoors and during outings. This safeguards children's welfare and well-being effectively.

The childminder regularly evaluates her practice and is developing a sound understanding of her strengths, and areas to develop. As a result, children benefit from a continually improving setting. The childminder has undertaken appropriate training to ensure she can work effectively with children, such as holding an up-to-date first-aid certificate. She regularly reviews the quality of her teaching, and its impact on children's learning. The childminder evaluates the service she provides and has requested feedback from parents about the quality of her care and learning. Parents state they are happy with the provision. They comment that the childminder provides, 'a very comprehensive service and protects children well'. They describe her as, 'totally child orientated'. The childminder has close, professional relationships with others who support her provision and the children she works with. She regularly liaises with the other settings children attend. For example, she receives the progress updates and newsletters from the local school nursery staff. This helps her understand the progress that each child is making and to know what topics they are covering in the upcoming terms. The childminder also takes advice from

the local authority advisor.

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	EY387339
Local authority	Oxfordshire
Inspection number	815879
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	15/06/2009
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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