

## Inspection date

Previous inspection date

21/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children's individuality is respected and their learning and development is tailored to their age and stage of development which ensures they make good progress from their starting points.
- The childminder plans stimulating and interesting activities, both indoors and outdoors, to ensure children are motivated and eager to learn.
- Strong partnerships have been formed with parents who feel fully involved in what their child is learning in the setting.
- The childminder has robust policies and procedures and a very good understanding of how to keep children safe.
- There are clear plans to continually improve the setting that are realistic and have sharp focus.

### It is not yet outstanding because

- the system for monitoring gaps in children's learning is not long established and it is not yet evident how emerging gaps will be rapidly closed.
- opportunities for children to explore sensory resources and create their own ideas are not yet fully extended.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the main rooms used for childminding.
- The inspector spoke with the childminder at suitable points throughout the inspection, made observations and spoke to children present.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged 15 months and two years in the Clifton area of York. The whole of the ground floor of the childminder's property and two bedrooms on the first floor are used for childminding purposes. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder operates Wednesday, Thursday and Fridays. Currently there are two children on roll in the early years age range. The childminder is a member of the National Childminding Association.

## **What the setting needs to do to improve further**

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

- support children's critical thinking by introducing open ended resources and opportunities for sensory exploration.

## **Inspection judgements**

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

Children are settled and move around the setting with confidence. They freely access a wide range of resources, which are carefully selected by the childminder to support them to progress across the seven areas of learning. The childminder plans individually for each child to ensure they make good progress from their starting points. For example, crayons and large sheets of paper are set out for children to develop their mark making and early communication skills, while further learning opportunities such as snack time encourage children to develop friendships and personal, social and emotional skills. However, there are fewer opportunities for children to access open-ended resources and use their imagination extensively.

The childminder has created good relationships with the children in the setting and spends time getting to know them well. This ensures she can provide learning opportunities and activities that will motivate them to learn. For instance, children who enjoy outdoor play look for mini-beasts in the garden and this is further developed with books and magnifying glasses in the setting to promote children's understanding of the world as well as their physical and communication and language skills.

Regular observations of the children and individual planning systems mean that children's progress can be closely monitored and any emerging gaps in children's learning can be identified. However, systems are not long established and therefore it is not clear how rapidly emerging gaps will be closed. Starting points are depicted when children start in the setting and are discussed between the parents and the childminder to ensure a clear picture of children's development gives them the best possible start in the setting. Parents are fully involved in children's learning and development and are kept up-to-date with their progress on a regular basis. For example, parents contribute by discussing observations from home and share children's progress files with the childminder to celebrate their child's achievements. Parents have a good understanding of the Early Years Foundation Stage because the childminder spends time explaining the areas of learning and has produced an information leaflet. This means parents feel fully included in the setting.

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

The childminder works in partnership with parents to ensure children's routines are closely followed. This means children feel safe and secure and make strong attachments with her. Settling in is a gradual process that is tailored to suit the individual needs of each child and parent to ensure everyone is happy. Parents praise the settling in process and feel very content leaving their children with the childminder. They are kept informed throughout the day of what their child is doing through telephone calls and text messages if they wish.

Children demonstrate confidence and self-esteem as they move around the setting selecting resources to play with and engaging in play opportunities. For example, children select musical instruments to shake as the childminder sings their favourite songs. This shows that children can choose resources that interest them and the childminder engages in what they want to do. The childminder is flexible with the daily routine to meet the needs and interests of children. For example, planned activities are changed because children decide they are ready for snack.

Children behave very well in the setting because the childminder has clear rules and boundaries that children accept. House rules are displayed in the setting and discussed with parents to ensure they are in agreement when children start. The childminder works with parents to apply consistent positive behaviour management strategies at home. Regular praise and acknowledging children's achievements means that children are developing confidence and self-esteem.

Children enjoy an extensive range of nutritious meals and snacks that are cooked on the premises. They learn about healthy lifestyles as they grow beans, carrots and tomatoes in the garden. The childminder is very conscious of providing children with healthy food and has devised a menu that ensures children are given a range of new foods and textures to develop their tastes. Children have access to regular outdoor play opportunities and the childminder is enthusiastic about taking the children on trips to local parks, museums and attractions to develop their skills and understanding across the seven areas of learning.

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage. She has attended training and is able to plan learning opportunities and activities to ensure all children make good progress towards the early learning goals. She seeks opportunities to share best practice with other providers. For example, she regularly meets with local childminders where they discuss activities, planning and share their ideas to support each other in meeting children's individual needs.

The childminder has very good understanding of how to keep children safe. She has attended safeguarding training and knows the procedure to follow if she has a concern regarding a child's welfare. Comprehensive policies and procedures support the childminder in providing a safe and secure environment.

The childminder is proactive in ways she can improve her setting further. For example, she has sought parents' views through questionnaires and as a result is planning to take children swimming to develop their physical skills and confidence in the water. She has also reviewed her planning system and tracking system to ensure any gaps in children's learning are monitored. The childminder understands who to contact should she have any concerns regarding children's learning and development. She has collected a wealth of information and contact numbers should she require any support from outside agencies.

The childminder is passionate about providing a high quality service for parents and children. She has completed the Ofsted self-evaluation form and has clear plans for development. Targets that have been set are realistic and attainable.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY444056
<b>Local authority</b>	York
<b>Inspection number</b>	787931
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

