

Inspection date

Previous inspection date

19/10/2012

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 show they feel safe and secure with the childminder by their actions. They approach her easily, enjoy cuddles and get quickly involved in story times and learning activity games.
- The childminder has a good understanding of helping children to make excellent progress through strong systems to observe and monitor individual learning journeys.
- Partnership working is given high priority. Parents are kept well informed and up-to-date about their children's care, learning and development. The childminder values working alongside childminding colleagues and practitioners to develop her own professional knowledge and expertise and enhance the provision she provides.

It is not yet outstanding because

- The childminder has good ideas to improve her provision but has not yet carried out any formal system of self-assessment, or included contributions from parents and children.

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 looked at children's learning journals, planning, observation, assessment and tracking documents and a sample of children's records, policies and procedures.
- The inspector looked at the indoor and outdoor learning environment and play activities provided in the designated playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection including during children's snack time around the dining table.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children aged one and five years in a semi-detached house, in the City of York. The childminder uses the ground floor of the home and the bathroom on the first floor for childminding. There is an enclosed back garden for children's outside play.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She lives within walking distance of the local schools and amenities. The childminder has a tortoise as a family pet. She 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:

- improve the effectiveness of self-evaluation by including contributions from parents and children.

Inspection judgements

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

Children make good progress in their learning and development. This is because the childminder has a secure understanding of the seven areas of learning and provides rich and exciting activities across all areas that capture children's interests and holds their attention. The programme for learning takes place at different venues including at local children's centres. This means children benefit from socialising with others and accessing an extended range of activities, toys and resources. The childminder uses activities implemented at groups she attends with children to make effective learning links and enhance those she plans and provides within her setting. For example, exploratory activities involve children experiencing a variety of cereals in trays linked to a seasonal theme of Harvest. This is further developed to provide an interesting range of activities in the childminding setting to maximise children's learning potential. This includes looking at books, using small toy animals, printing with vegetables and collecting sticks, leaves and conkers from local areas to paint, print and create interesting pictures.

Children's progress is regularly monitored and assessed. Written accounts, alongside photographic evidence, are securely stored in children's individual learning journals to share with parents. The childminder is very confident in using the system she implements to assess children's development, identify their next steps for learning and track their progress. Her robust system informs her planning and compliments her progress checks for children aged two. Results are accurate to match the age and stage of learning typical for children within their development band and shows that some children are working above the level expected for their age. The childminder ensures those children who are making rapid progress are provided with activities that offer increased levels of challenge to keep them interested and motivated.

The childminder confirms she is 'passionate' about her work with children and this is

reflected in her practice. Warm, caring and trusting relationships are fostered with children and they form secure bonds and attachments. They approach her spontaneously for a cuddle or enjoy sitting on her lap to hear a story. Children learn from this kind and caring approach and show tenderness towards other children, such as sharing and behaving very well. They recognise how nice it is to sit at the dining table and enjoy mid morning snack as a group saying with a smile; 'we are all together'. Parents are kept well-informed particularly through the written accounts in their child's daily diary. Their wishes are respected by the childminder, such as by adhering to the positive message of healthy food provided in children's lunch boxes and respecting the 'no sweets' rule.

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

Children play in a safe, secure and welcoming family environment. They have a designated play room which is extremely well-equipped and very well organised. Toys are easy to find helping children make independent choices and decisions. Pictures displayed on the walls provide children with information, such as the alphabet and number line. The daily routine helps children learn informally such as talking about the dangers of talking to strangers and road safety when out in the community. They get involved in cleaning their hands regularly particularly before eating or after handling the pet tortoise. During story times or through their play the childminder expertly assess children's level of understanding. She sensitively questions them and raises issues, such as hearing impairment when a child chooses a book focused on this topic. She provides opportunities for children to learn a range of skills including those they will need to operate technology and communication resources or assist in everyday routines, such as getting dressed. She raises children's awareness of diversity and disability and plans to increase and develop her resources further in the future.

Children's routines are flexible to meet their individual needs. For example, they are able to eat food provided by their parents according to need as opposed to a timetable. Regular outings help children develop confidence and independence away from their main care setting helping prepare them for future change, such as transition to other settings or school. Children are helped to understand the world in which they live. For instance, they are given a host of natural and everyday resources to use including toy domestic appliances and different fabrics. Textiles include metallic and soft materials recognised by children as being 'soft' and the kind you 'take to bed'. A large piece of fabric helps stimulate children's imagination as one minute it is used to represent the sea and the childminder sings about 'fishes in the sea', the next it is used to drape around a child like a 'bride' then used to play a game of peek-a-boo.

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

The childminder is confident in her approach to the service she provides. She has identified her aims for improvement but has yet to engage in any form of written self-assessment that includes the views of parents and children. She has good links in place with other childminders and practitioners employed at the children's centres and uses their help and expertise to support her working practice. Her relationships with parents are

good and some written evidence provided at the inspection demonstrates high levels of satisfaction with the service she provides. Partnerships with others in the wider context have not yet had the opportunity to develop but the childminder understands the benefits of partnership working.

The childminder has a secure understanding of the safeguarding and welfare requirements and particularly of the learning and development requirements. She has attended safeguarding training and knows the signs to be concerned about and action to take if she has concerns about a child's welfare or well-being. She has quickly and accurately implemented successful systems to ensure children are provided with a broad range of interesting and challenging experiences to help them make good progress towards the early learning goals. She uses what she knows about individual children to full effect informing her planning and assessment systems to ensure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	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

Unique reference number	EY445774
Local authority	York
Inspection number	796228
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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 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.

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