

<b>Inspection date</b>	12/10/2012
Previous inspection date	13/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Safeguarding is given high priority and the childminder is very aware of the safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage, which means children are safeguarded well and procedures are understood and can be implemented consistently.
- The childminder talks consistently to the children, encouraging them to talk through what they have done and what they are doing and reinforcing specific words to clarify their language and develop good conversations.
- Observations describe children's learning and experiences, through photographs and link to the seven areas of learning. Linguistic milestone charts, and the progress check at age two, establish the children's stage of development clearly.

#### **It is not yet outstanding because**

- When planning activities, the childminder does not make full use of all information gathered from observation and assessment of children's next steps in learning.
- Strategies to develop partnerships with other settings delivering the Early Years Foundation Stage are not consistent to fully secure continuity of learning for the children between settings.

## 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 two main downstairs rooms and spoke with the childminder throughout the course of the inspection.
- The inspector looked at children's folders containing observations, including children's individual next steps, children's assessments and the planning.
- The inspector looked at the childminder's self-evaluation form and a selection of policies and procedures.
- The inspector also took account of the views of parents and children, through the feedback sheets.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

The childminder was registered in 1999 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in a house situated on the outskirts of York with her husband. She uses the whole of the ground floor for childminding and an enclosed rear garden for outside play. The childminder has a pet dog.

The childminder has a level 3 qualification in childcare. She attends playgroups, toddler groups and children's centres. She visits the local shops and park on a regular basis. The childminder takes and collects children from the local primary schools and nurseries. She receives support from the local authority.

The childminder currently has five children on roll under eight years of age, two of whom are in the early years age group. There are three children who attend before and after school and during school holidays. Children attend for a variety of sessions on a part-time or full-time basis. She is open all year round from 7.30am to 5.30pm, Monday to Friday.

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

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

- improve planning for children's individual next steps in development, by using all information gathered from observation and assessment
- develop further the partnerships with others to include any settings which deliver the Early Years Foundation Stage to consistently secure continuity of learning.

### **Inspection judgements**

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

The childminder is familiar with the seven areas of learning of the Early Years Foundation Stage and has a good awareness of how to engage children and develop their interest. She understands that children learn through play and provides a range of resources and activities to support their interest and gain their attention. Children practise early writing using pens and printing stamps while discussing colours and observing that the ink has spread through to the other side of the paper. This prompts conversations of what has happened and why, promoting children's thinking and their ability to explore ideas. Children's communication skills are promoted well; the childminder discusses with the children what they have done and what they are going to do. Children's language development is monitored well through detailed records. Children recognise some letters of the alphabet, particularly those in their name, and some short words. Children describe how they collect leaves to make a collage and make crayon rubbings, by placing leaves under the paper and rubbing the crayon on its side over the paper.

Children's personal, social and emotional development is very well supported. Children snuggle together under a blanket to watch a favourite DVD. They understand about turn

taking and play cooperatively with small world toys and figures. Mathematical development is reinforced effectively because the childminder helps children to recognise numbers and helps children to count. During baking activities, the childminder encourages children to measuring the ingredients. They spoon, pour, mix and roll the mixture, which enables children to develop an understanding of sequencing. Creative development is encouraged as children investigate textured materials that they use to adorn the cards they make while the childminder emphasises the colours. Children discuss who their card is for and why, adding their own marks to personalise their messages.

Knowledge of the world is fostered well as children point to photographs explaining how they caught a butterfly in a net and looked at it in a magnifying box. They clarify that the butterfly came from a caterpillar and that they let it go again. Children learn about people in society who help them, such as the lollipop person who helps them to cross the road safely. They patiently wait for the traffic to stop before crossing the road. This helps children learn good road safety skills.

Children's starting points are sought through the 'All about me' sheet, completed by parents before their child starts. Parents can choose to use daily diaries and are encouraged to read their child's folder. This enables them to be involved meaningfully with their child's development and learning. The childminder has implemented the progress check at age two and, using shared knowledge with the parents, has planned effectively to move children forward in their development.

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

Children eagerly enter the childminder's home after taking older children to school in the car. They select from a range of toys and activities as they move around the childminder's home. They feel very secure in her care and go to her for hugs; she reassures them and talks through what is happening and why. The childminder has good knowledge of the children, as most have been with her since they were babies. Children's behaviour is very good and the childminder rewards this with stickers and the 'star of the week' certificate. House rules are established with the older children and their views are sought, which shows the childminder values their ideas and comments.

At snack time, children make healthy choices from a good selection of fruits. Children go directly to the bathroom to wash their hands at the mention of a snack and then peel their own fruit. This encourages children to develop their independence and gain an effective understanding of healthy lifestyles. Children visit the outdoor area to show the tomatoes they have grown and photographs show that children visit the local park, enjoying the play equipment there. This provides ideal opportunities for children to move in a range of ways and to gain confidence in their developing physical abilities. Outings to the railway museum and farm engage the children; they eagerly discuss how they fed the goats and washed their hands afterwards. The childminder has good links with the local schools as she delivers and collects the children. She also delivers and collects children from a local nursery and feels she is forming good links here too. However, information is presently not shared effectively to consistently secure continuity of learning across all settings.

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

Children's learning and development is assessed through observations, linking to the seven areas of learning and these include children's next steps in learning. However, the childminder does not fully utilise this information to extend children's learning. Assessments across the prime and specific areas of the Early Years Foundation Stage show children's progress from their starting points. The childminder's knowledge of safeguarding is strong; she updates her training regularly and is planning to gain an even deeper knowledge of child protection. She ensures her home is secure through keeping gates and doors locked, and by using safety gates at the stairs and kitchen. Risk assessments are completed for her home, car and outings. These safety measures, combined with close supervision, minimis any potential risks to children.

The childminder is committed to improving her service; she has completed a qualification in childcare and ensures she keeps up to date with current guidelines by accessing information through the local childminding group and children's centres. She has completed a self-evaluation and is beginning to identify strengths and weaknesses. For example, she has identified the need to improve her computer skills to support the children's developing skills.

Partnerships with parents are positive. Through feedback sheets, they praise the care and support they and their children receive. Children show how they value the childminder through hugs and cuddles, and also through descriptive feedback sheets. Children comment that their favourite thing is to bake. The childminder attends the local toddler and play groups. These settings positively support children's interests and needs and provide them with time to collaborate with their peers.

**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**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	321355
<b>Local authority</b>	York
<b>Inspection number</b>	819161
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/10/2011

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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.

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