

Inspection date

Previous inspection date

31/10/2012

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 enjoy a wide range of fun and stimulating activities to support their imagination and critical thinking skills.
- The childminder embraces each child's individuality well and supports all children to reach their full potential. Each child has their own learning and development file, which is used effectively to track their progress and plan for their individual next steps.
- The childminder is focussed on continuous improvement and has clear plans to develop her outdoor provision further to allow children to explore the natural environment.

It is not yet outstanding because

- children have fewer opportunities to access activities and equipment outdoors to promote their physical development.

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 children and the childminder in the main playroom and kitchen.
 - The inspector carried out a joint observation with the childminder.
 - Discussions were held at appropriate times throughout the inspection between the inspector and the childminder.
 - The inspector took into account parent's views through comments made on the childminder's Ofsted self-evaluation form and recent compliments cards.
- The inspector sampled a range of documentation including, children's individual learning and development records, observations, risk assessments, policies and procedures and the childminder's Ofsted self-evaluation form.

Inspector

Laura Hoyland

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her seven year old son in a property in Copmanthorpe, York. The whole of the ground floor of the property including

toilet facilities is 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. Currently there are three children on roll in the early years age range. The childminder receives support from the Local Authority.

What the setting needs to do to improve further

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

- develop the educational programme for physical development by providing a range of activities and resources to support the development of children's large muscles and coordination skills.

Inspection judgements

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

The childminder has embraced the revised Early Years Foundation Stage. She regularly observes children and using her thorough knowledge and understanding of the prime and specific areas of learning she links the observations to the children's stage of development. The childminder plans individual next steps for each child to ensure they make good progress towards the early learning goals. She is very enthusiastic about providing high quality learning opportunities for all children and works with parents to get to know children and create a baseline assessment on entry. This means children build on what they can do and the childminder can address any gaps in their learning and development promptly.

The childminder knows each child well, what they enjoy and where they are in their learning and development. This means she plans exciting and fun activities for them to enjoy, resulting in all children being motivated to learn. For example, she supports children's imagination as they pretend to fly to Mars, the moon and 'Duck Planet' in a rocket. She asks open-ended questions to develop their cognitive skills while remaining in character to facilitate play. This means children are learning to be creative thinkers as well as developing their communication skills and understanding of the world.

Children develop their early literacy skills well as they write the letter their names start with and discuss other letters that they know with the childminder. They create greetings cards and use stickers to decorate them before using the computer to print off pictures to

colour in, all themed around Halloween. The children excitedly talk about using the printer and this means they are learning about technology and skills for the future.

The childminder takes children for walks into the community; she uses this as a learning opportunity by counting cars, looking at objects in the environment and discussing colours to promote mathematical development effectively. However, there are fewer opportunities, outdoors, for children to engage in physical activities to develop their coordination and large muscles.

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

All children have created strong attachments with the childminder. They demonstrate they feel safe and secure as they engage in constant discussion and ask for help when required. For instance, when finding equipment to build a rocket and when trying to fold paper to make their greetings cards. This shows that children are developing their confidence and self-esteem well.

The childminder liaises with parents on a daily basis regarding children's routines and follows parental wishes. She discusses observations and children's development with parents to ensure they are fully included in the children's learning in the setting. Parents are exceptionally happy with the care their children receive. They send compliments cards and regularly tell the childminder how happy they are.

All children are adopting healthy practices. The childminder provides healthy snacks and children help to cut fresh fruit and vegetables in preparation for their Halloween party lunch. The childminder discusses using knives safely and the importance of healthy eating. Children independently wash their hands before snack and meals and talk about washing away germs and having clean hands. This shows they are learning to live healthy lives.

Children are very settled. They move around confidently and have made firm friendships. The childminder understands the importance of preparing children to be confident and ready for transitions to other Early Years Foundation Stage providers. The childminder liaises regularly with other settings and shares information using a book system for children who attend more than one setting. This means children have a consistent approach to their learning.

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

The childminder has a clear focus on how she would like to improve her setting. She is aware of her strengths and areas of development. She listens to the views of parents and children and makes appropriate changes in response to their comments. For example, she has reorganised her garden to make more space for children to play outdoors. The childminder is committed to continuous improvement and has used the Ofsted self-evaluation form to evaluate her setting well.

Regular meetings with other providers support the childminder to develop her knowledge and understanding of child development. She shares ideas and enjoys listening to other people's experiences to support her to provide high quality care. The childminder attends a range of training courses, selecting courses to further her professional development and to give her new ideas to create a stimulating environment for all children. For instance, she has attended a revised Early Years Foundation Stage training, which has secured her understanding of the seven areas of learning and has plans to purchase additional resources based on children's interests and stages of development.

Children are safeguarded well in the setting because the childminder has good understanding of her role and responsibilities. She knows who to contact if she has a concern about a child's welfare and has created a comprehensive safeguarding policy to share with parents. The childminder has conducted thorough risk assessments of the property and local outings and as a result minimises risks to children.

The childminder has established effective partnerships with parents. She shares information with them daily and feels comfortable talking to them if she has any concerns regarding children's welfare, learning and development. The childminder receives support from the local authority and is aware of who to contact should she need any support from external agencies.

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	EY445817
Local authority	York
Inspection number	798637
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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.

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