

Inspection date	06/11/2012
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a comfortable homely environment where children settle well and receive care tailored to their individual needs.
- Children are happy and enjoy a wide range of activities which promote their learning and development effectively.
- The childminder has built good relationships with parents which ensure the service she provides meets their needs and those of the children.
- The partnership with local schools ensures information is regularly exchanged to ensure children's well-being is supported.

It is not yet outstanding because

- The process of monitoring and assessing children's development does not clearly show how they are making progress.

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 the children present and their interaction with each other and the childminder.
- The inspector reviewed the children's learning journeys and the two year old summaries.
- The inspector reviewed the policies and procedures and the information held about the children.
- The inspector took account of the comments made by the children about the care they receive.
- The inspector toured the premises and the outside area where children play.

Inspector

Rosemary Beyer

Full Report

Information about the setting

The childminder was originally registered in 1989 and is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a semi-detached house in Scarborough and uses the whole of the ground

floor, the first floor bathroom and the rear garden for childminding. They have a dog as a pet.

The childminder has completed basic training including first aid. She visits the local shops and park on a regular basis. She collects children from the local school.

There are currently nine children on roll, four are in the early years age group who attend for a variety of sessions and five are school-age children who attend before and after school. She is open all year round from 7.30am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- develop the process of monitoring and assessment to show clearly how the children are making progress across all the areas of learning.

Inspection judgements

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

The childminder organises her home very well to enable children to access resources freely. Children have use of the sitting room and use the garden when they want to use the large equipment. The childminder plans focussed activities to encourage children's learning. She is aware of their individual needs and provides activities to promote new skills. For example, the younger children are keen to copy the older ones when creating imaginative art work, baking or growing things in the garden. The children are developing confidence in their own abilities through the different activities provided.

The childminder consistently engages younger children in conversation to help them link words with actions and different toys. For example, she identifies the different modes of transport in the engine stories, which builds their understanding of words effectively, even if they do not yet have language skills to name them. They are also starting to identify the fruits and vegetables when using the play food. They understand the fruit and vegetables are good for them, and know what they like. They are also trying to identify colours and numbers. The childminder speaks clearly to aid children's language development and is able to contact outside agencies if children need additional support.

The childminder has a secure knowledge of the Early Years Foundation Stage. She makes

observations of the children from when they start in her setting. She is then able to support their learning and development very effectively as she identifies their achievements. Good partnerships with parents complement the process of observation and assessment. The childminder makes them fully aware of the daily achievements the children make. The childminder links observations to the seven areas of learning, and is highlighting the next steps to promote children's development. She does not however, include the dates of the tracked achievements so is unable to precisely see how quickly the children are making progress.

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

Children enjoy a warm and close relationship with the childminder. They are settled and comfortable in her care, and confident and friendly when visitors arrive. The children enjoy a wide range of activities with her which help them develop attachment to the childminder and each other, while promoting their confidence and well-being. The children move around confidently, helping themselves to resources such as the railway games and even the youngest children try to join in building the track.

Children's behaviour shows they feel safe in the childminder's home. There are clear house rules in place and these are reinforced with patience to persuade the younger children not to touch things, such as, the inspector's computer. They also learn to keep themselves safe by good road safety practice when out in the community and by the way they use resources within the home, moving toys from the floor when they have finished with them to prevent accidents. The childminder provides a good role model for manners and consideration of others, encouraging the children to be polite when they ask for or receive their drinks or meals.

The children's physical development is fostered effectively by their use of the wide range of toys and equipment available outside to build their strength and promote their balance. They enjoy the use of the local park and walk into town for exercise while learning about the natural world and the local community. The children use tools for baking and model making confidently, and enjoy painting, using different size brushes to make their marks. This shows they are developing their small muscle control effectively.

The childminder already has good partnerships with the local school which ensures consistency of care and a regular exchange of information about the children. She understands the importance of preparing children for the transition to preschool and school. For example by enabling them to become independent in their personal care and confident with new situations.

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

The childminder has a very good understanding of safeguarding and knows how to protect the children in her care. She has a good knowledge of the local child protection procedures if she has concerns and ensures parents are aware of her responsibility to report these concerns. Areas used by the children are well organised and enable them to move around the premises and outside space safely and freely.

Risk assessments and daily checks ensure the environment is safe when children arrive. She also ensures only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect the children. The premises are secure and safety measures are in place to prevent children being injured in a fire. They practise the emergency evacuation procedure so they are familiar with the process.

The childminder provides a very comprehensive range of activities which enables the children to make good progress across all areas of learning. Activities are appropriate to their development needs, providing challenge and interest. Systems for observing what children can do enable the childminder to highlight areas of concern or special achievement. She plans activities effectively and discusses these daily with parents so they know how the children are spending their time.

Parents share information about their children each day and become closely involved in their children's welfare and learning. The childminder ensures they have up to date information about her provision and the policies and procedures which she uses to provide a safe and welcoming environment. She has reviewed them in line with the new regulations. Documentation shows she has good systems in place to support the children, and that she takes account of their individual needs. The childminder has developed two year summaries for the children, but has not yet discussed them with the parents. She understands how to involve parents and other carers in this assessment and that this will enable them to monitor the children's progress now they have reached two years of age. The childminder is keen to ensure the children have an easy transition to school and enables the children to become independent in their personal care and able to look after themselves by fastening coats and shoes.

The childminder is keen to provide the best quality care and learning for the children and works hard to improve her practice. She uses her previous experience to very good effect when planning the children's activities and managing her provision. She is able to deliver the new areas of learning effectively and provide appropriate activities to promote children's development. She is confident about providing activities for the prime areas as a secure foundation before introducing the specific areas to widen their knowledge. The children are very settled, confident to ask for resources or assistance and are developing independence in their play.

The childminder has asked parents for their views of the care she provides in order to ensure her service meets their needs. They express great satisfaction and are confident their children are safe and happy. The childminder has developed an action plan to enable her to further improve the care she provides by updating her knowledge of first aid and the monitoring and assessment of the children's development.

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	401345
Local authority	North Yorkshire
Inspection number	886158
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	29/01/2009
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 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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