

Inspection date	07/11/2012
Previous inspection date	21/10/2011

The quality and standards of the early years provision	This inspection:	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

- The childminder has formed warm caring relationships with the children, which ensures that they feel happy, settled and secure in the homely environment.
- The childminder successfully promotes children's learning and development through a broad range of activities within the home, by attendance at group activities, and the use of the wider environment.
- Successful partnerships with parents are given priority from the start and ensure that children receive consistency and continuity in their care at all times. Parents have very positive views of the service provided.
- Children's behaviour is very good due to the positive behaviour management strategies used by the childminder.
- As a self-reflective practitioner the childminder accurately identifies areas for improvement and takes actions, such as attendance at courses to address these.

It is not yet outstanding because

- The self-evaluation process is not formalised, meaning there is a risk that some further opportunities for improving the service may be missed.
- The planning process does not enable the childminder to monitor all the provision attended by the children to ensure a balanced coverage across all areas of learning.

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 toured the premises.
- The inspector interviewed the childminder.
- The inspector made observations of activities.
- The inspector reviewed a sample of policies, procedures, assessments and records.
- The inspector held discussions with parents.

Inspector

Geoff Dorrity

Full Report

Information about the setting

The childminder has been registered since 1992. She lives with her husband in a house close to the centre of Ripon. The ground floor of the house is used for childminding purposes, with a bathroom on the first floor. There is an enclosed garden for outdoor play. The family has one pet rabbit outside and a fish tank indoors.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the

early years age range. Children attend for a variety of sessions on a part-time basis. The childminder takes and collects children from the local primary school and attends the local playgroup and other activities in the community. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the self-evaluation process to ensure that all areas of the provision are included
- fully implement the developed planning system to ensure a balance and consistency of activities across settings attended by individual children.

Inspection judgements

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

The childminder has a good knowledge of each child's individual needs and, through careful observation and assessment, provides a wide range of activities, which promote children's development across all areas of learning. These activities are based on the children's interests, what they have been doing at nursery, or building on activities at playgroup. As a result, children are progressing well given their starting points and capabilities and children's individual records show consistent improvement in their development. Children are active learners and are involved in and concentrate on their chosen activity. The childminder is mindful to give children uninterrupted time to play and explore as they use the electronic equipment to develop their writing and phonic knowledge. She then skilfully intervenes and extends their thinking by asking them to identify specific letters, and think of words which start with that sound. She richly praises them as they successfully respond.

Exercise is planned into the daily routine to ensure children benefit from fresh air and exercise. They go to the park, local library and playgroups or visit the local Children's Centre to access physical play equipment. All these aid their physical and social development and develop their knowledge of the local and wider community.

On walks around the local countryside children look for and identify mini-beasts. On their return the childminder gets out reference books to enhance their knowledge, and develops this further by providing mini-beast glove puppets, which the children use to imagine what

it is like to be an insect. She effectively plans these outings to use the whole environment as a learning resource, such as counting cars, or recognising numbers on houses they walk past. When going shopping the children are given items to find from a list, and then pay for these at the checkout, using their mathematical skills in a real context. Parents see this use of the environment as a strength and state how the childminder does the activities they would do themselves.

Systems to assess children's starting points are very good through the positive relationships built up with parents from the initial meeting, which ensures consistency and continuity of care. Parents comment positively about this.

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

The childminder has a very caring attitude. As a result, children form strong emotional bonds and settle quickly. Settling-in sessions are thoroughly guided by parents' wishes and children's individual needs. Children display good levels of confidence and self-esteem as they make choices and play well. As children arrive from nursery, the childminder takes time to talk with them about what they have been doing and what they particularly enjoyed; this eases transition between the settings. They are taught from an early age to respect each other and to share toys and take turns, through the positive role modelling by the childminder. Older children are extremely warm and caring towards younger children, and enjoy playing with them and including them in activities.

The childminder has a good knowledge and understanding of healthy eating. This is successfully promoted through a range of healthy snacks to support children's daily diet. They freely access fresh fruit and drinks of water to keep their energy levels up and their bodies hydrated. Resources for play, such as a kitchen, include healthy foods, and reference books are available. When using the play dough the childminder uses the opportunity to reinforce healthy eating messages, making fruit shapes, such as pineapples and strawberries. Children often participate in cooking activities which support their growing knowledge and understanding. Outdoors they plant tomatoes and potatoes, which they observe grow, then harvest, cook and eat.

Everyday opportunities are used by the childminder to teach children how to keep themselves safe, which are developmentally appropriate and enable them to take risks safely. Children's behaviour is good and managed positively, with plenty of praise. They learn from a young age the boundaries that are in place to protect them without restricting their independence, such as not climbing on the furniture or holding hands when out in the wider environment.

Hygiene practices are good. For example children are aware of and follow hygiene routines when independently toileting, washing their hands and using paper towels, disposing of them in the bin.

The effectiveness of the leadership and management of the early years

provision

The childminder has a secure knowledge of safeguarding procedures which contributes towards safeguarding children's welfare. Comprehensive risk assessments of the home and outings are completed and all safety features are fully in place. Medication and emergency care permission forms are signed by parents and the childminder holds a current paediatric first aid certificate.

The childminder aspires to provide childcare which is of a high quality. She accurately identifies areas for improvement through reflecting on her practice, although this is not formally evidenced for further analysis, to ensure everything included. She has trialled a way of recording the children's activities during the week at the various settings they attend, such as nursery and playgroup, for consistency and to ensure full coverage of the areas of learning. This is now to be fully implemented. The childminder shows a strong commitment to further training to support her ongoing development and practice and has attended several short training courses initiated by the local authority. She has a good knowledge of the Early Years Foundation Stage requirements and how to meet them. She has systems for observing children, planning and assessment, and understands how children learn. She uses Development Matters to monitor children's progress and identify any gaps. All recommendations and actions from the previous inspection have been successfully addressed for example, there is now a formal complaints procedure.

The childminder has a secure understanding of the importance of working with other professionals to provide support for all children when the need arises. The childminder is supportive and sensitive to parents' needs and offers a flexible service to meet the needs of working parents and their children. The childminder works closely in partnership with parents, sharing children's progress both verbally and in writing via learning journals. These ensure that parents are effectively informed about their children's daily routine, activities 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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	401056
Local authority	North Yorkshire
Inspection number	819248
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3

Name of provider**Date of previous inspection**

21/10/2011

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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