

Inspection date	14/11/2012
Previous inspection date	28/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled and demonstrate good levels of behaviour and independence.
- Children engage positively in a selection of appropriate activities and receive good support for their speech and language development.
- Parents value and appreciate the flexible service provided by the childminder in supporting their needs and requirements.

It is not yet good because

- Children's progress is potentially hindered because the childminder is not clearly linking what she observes and knows about children to the planning of activities that help to promote their next steps; information from parents is not effectively used as part of the assessment process.
- Monitoring and reviewing of the provision, including the educational programmes is not strong. This results in priorities for development not being fully identified in order to improve and build on practices, possibly impeding children's learning; parents and children are not yet involved in the evaluation process.

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 areas used by the children.
- The inspector held discussions with the childminder and children attending at appropriate times throughout the inspection.
- The inspector looked at children's information and a selection of the childminder's records, documentation including training certificates and safeguarding procedures.
- The inspector took account of parents' comments provided on the day.

Inspector

Christine Tipple

Full Report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in the Muncaster area of York. The childminder uses the whole of the ground floor and the bathroom on the first floor for childminding. There is an enclosed rear garden for outdoor play. The family have a dog. The childminder uses her car for transporting children.

The childminder has up-to-date first aid training. She uses the local park and areas of interest in the community with the children. She collects children from the local school and nursery.

There are currently 11 children on roll, of these five are in the early years age group who attend for a variety of sessions. There are six school-age children who attend before and after school. She works all year round Monday to Friday, except for family holidays and opening times are as requested by parents.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the observations of children's learning to accurately assess their progress and use these, along with information from parents, to effectively plan the next steps for each child.

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

- improve the methods for evaluating and monitoring the provision; including the educational programmes, so that weaknesses are quickly identified, action is taken to address these and any required training can be sought; include parents and children in the evaluation process.

Inspection judgements

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

The childminder encourages parents to share what their children's routines and needs are before attending. This provides some details of the children's interests for the childminder to take forward to support them to settle in and be secure. The childminder has a sound knowledge of the areas of learning and provides a sufficient selection of activities and resources for the children who are engaged and suitably motivated in what they do. This is enhanced by the childminder's knowledge of each child's differing needs and abilities and this results in the children making appropriate progress. For example, the children's communication and language skills are effectively supported by the childminder. She listens to the children and ensures they have time to express themselves and be understood, this also has a positive impact on the younger children's confidence and behaviour.

The childminder takes photographs of the children enjoying various activities that show different learning experiences. Parents contribute to this by sharing photographs of what happens at home, such as special occasions. Daily verbal contact with the childminder offers some additional feedback about their children. However, the childminder does not always use this information to complement her own observations as part of her ongoing assessment of children's abilities.

Children enjoy the garden and being outside, such as making log piles so they can search for insects that live in there. Children plant seeds and pick apples from a tree they planted. They count together, for example with marbles or how many birds are on the feeder. This develops children's mathematical skills and knowledge of the world around them. Posters provide words and pictures, such as different fruit and vegetables, which children eagerly identify. Role play and making dens is a favourite activity with all the children. They enjoy creative activities such as model making, building a large 'firework', baking and painting. The children take part in national charity events; this fosters children's understanding of the importance of helping others. Children regularly use other outdoor areas in the community to extend their physical play experiences, such as the park where they use different and more challenging equipment.

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

The children have close relationships with the childminder and this is reflected in their confidence to seek reassurance and comfort. The childminder has some house rules, which emphasise being kind to each other. The childminder is firm in her approach but also consistent. This enables children's behaviour to improve and they show a good level of self-assurance due to being secure. Children only require the odd reminder to use their manners, and to sit properly at the table when eating. The childminder provides snacks and drinks for the children and these offer a suitable selection of healthy choices. Parents provide any other meals required during the day and this ensures that children's dietary needs are appropriately met.

Physical activities are daily and the childminder provides a satisfactory approach to enable the children to understand what a healthy lifestyle is. Information is shared with the parents to ensure children do not attend when ill. Posters reinforce the message to the children about washing their hands and they understand why, which is 'to wash off germs'. The support and guidance for children's social and personal development and communication and language skills suitably prepares them for school.

The children make choices in what they do and request any additional resources they want to use in their play. The range and choices for the children provide appropriate experiences and opportunities to support their development across the areas of learning. These offer sufficient challenges to promote children's skills and growing independence. Safety is managed daily with the children, such as when in the car they know they must keep their safety belts secure. The childminder risk assesses her premises and outside activities, which she regularly reviews to maintain children's safety. This includes practicing the evacuation procedure with the children knowing what to do when the childminder blows the whistle.

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

The childminder has a sound understanding of her responsibility in supporting children's learning and development, enabling them to be confident and independent in what they do. She knows what the children can do and how to appropriately extend their skills, so that, overall, the children are making suitable progress. However, monitoring systems are not strong enough to ensure children's learning remains consistent and continues to enhance progress. For example, the childminder does not always use the observations to accurately assess and plan for children's next steps, which potentially hinders their progress. The childminder is aware that some aspects of her provision require improvement. But there not an effective system in place to support her to identify areas for self-development and ensure this includes both parent's and children's contributions. She has updated her first aid and is secure in her knowledge of the safeguarding procedures to follow if she has a concern about a child.

The relationships formed with the parents are good. The childminder is flexible in her approach to support their childcare needs. She informs them on a daily basis about their children and what they have done, either verbally, by phone and/or text. The childminder shares any areas where their children require additional support, such as with speech and language or behaviour management. Parents' comments are positive and they value what the childminder provides. They are secure their children are cared for in a supportive environment where they are happy and safe.

The childminder uses community facilities with the children, such as nature walks in the area. The childminder has developed good links with the school and nursery as she takes children on a daily basis. This enables a consistent and shared approach, particularly where children require additional support.

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 of all children exceptionally well. This ensures that children are
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		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	EY274284
Local authority	York
Inspection number	819913
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	

Date of previous inspection	28/09/2011
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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