

Inspection date

Previous inspection date

26/11/2012

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

- Educational programmes cover each of the seven areas of learning. These include a range of interesting activities and experiences linked to children's interest. This ensures children are supported to make good progress in their learning.
- Children's language and communication is given a high priority, with many opportunities in place for children to listen and speak.
- The childminder safeguards and promotes children's welfare effectively. She provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them to make progress.
- Highly effective partnerships between the childminder and parents ensure that children's individual needs are fully met, and learning at home is promoted.

It is not yet outstanding because

- The childminder does not fully prioritise improvements or effectively incorporate the views of parents and children in the evaluation of her service.

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 playing and had a tour of the premises.
The inspector looked at children's diaries, profiles and learning journeys, information from home about children's interests and a selection of policies and children's records.
- The inspector took into account the views of parents, from the questionnaires they had completed to support the inspection process.
- The inspector spoke to the childminder at suitable times throughout the inspection and spoke to the children present.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

The childminder was registered in 2012. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children age 10, nine and seven years. There is also an adult lodger. The home is situated in the Huntington area near York, North Yorkshire. The

lounge, kitchen/dining room, playroom and hall are used for childminding. There is a bathroom on this level and an enclosed garden for outside play.

The childminder has completed basic training, including first aid. She attends a toddler group and activities at the local children's centre. She visits the nearby shops and park on a regular basis. She collects children from the local school and pre-schools.

There are currently 10 children on roll, one is in the early years age group who attends for a variety of sessions. Other children are of school age and attend before and after school. The childminder is open all year round from Monday to Saturday, except for family holidays. The family have pets of a dog, hamster and fish, and the childminder has four chickens in a separate area of the garden.

What the setting needs to do to improve further

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

- develop self-evaluation by extending how the views of parents and children are used, to help identify areas for further improvement.

Inspection judgements

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

The childminder's understanding of the seven areas of learning is good and she provides a well-resourced, effectively organised and stimulating learning environment. This enables children to make safe and independent choices in their play. The childminder successfully builds on children's own play ideas to plan for their learning and progression. This fosters children's enthusiasm and eagerness to learn. She uses observations linked to the Development Matters in the Early Years Foundation Stage guidance, so that she knows where children are in their learning and can promote their development in both the prime and specific areas of learning.

The childminder is highly effective at promoting children's physical skills through using the outside environment for gardening and growing a range of vegetable and fruits. The childminder makes effective use of regular observation and assessment to ensure she has a clear picture of children's abilities, skills and knowledge. Outings in the community ensure children become aware of the area they live in. Children's understanding of diversity and difference are supported through the use of resources and activities.

The childminder is actively involved in children's play, and through her positive interactions and skilful questioning, she supports children's progression and development. This means children progress well within expected levels for their ages. When caring for young children, she has a strong focus on the three prime areas of learning. The childminder supports communication and language by introducing and repeating new words so that children engage in conversations. In addition, the childminder provides a good range of different textures, media and sensory items that children can explore, which supports their creativity as they use all of their senses. The childminder's extensive use of the garden, chickens and the family pets fully support children's understanding of the natural world. Children point to squirrels in the garden, talking about how the pouring rain affects them.

The childminder has effective systems in place to assess children's starting points and to support the smooth transition between home and the setting. She displays photographs of the children in her home to help them show parents what they have been doing. The children have positive and secure attachments with the childminder. Through diaries and children's progress records, parents are kept well informed about their child's day and the progress they make. This includes providing information on children's individual next steps and what activities are supporting the children in learning more.

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

The childminder has built effective relationships with the children. Settling-in procedures are effective and she shares good quality information with parents about individual children's needs. These positive relationships result in happy children who feel safe and secure in the childminder's care. The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. She makes good use of praise, so that children have confidence and build positive self-esteem. Children learn about appropriate behaviour and the importance of being kind to others through consistent routines and the good examples set and the childminder spends lots of time supporting individual children, so that they feel special and valued.

The childminder promotes children's health well. She provides a healthy and nutritious diet, which includes involving the children in growing foods she uses in her cooking. Through regular routines, such as hand washing, the children learn about good health practices. Her simple routines foster children's personal, social and emotional development because children are involved in their own care routines. The childminder helps children to learn about their own safety and risks. For example, when out and about they learn about safe walking, holding the childminder's hand and the dangers of water when feeding the ducks. There is good space and freedom for children to explore, while being kept safe through her supervision and support. The childminder takes children on outings, such as to the park and local shops. These opportunities provide experiences for children outside the home which enhance children's curiosity about the world in which they live and develop skills for their future learning in other settings.

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

The childminder has a good understanding of her responsibilities for meeting the safeguarding, welfare, learning and development requirements. Her regard to promoting a safe environment is good. She implements effective risk assessments, policies and procedures so that children's safety is promoted. Through having a good knowledge of child protection issues, such as the signs of abuse and neglect, she effectively protects children from harm. This includes having a secure understanding of what she must do if she has any concerns, such as knowing which agencies she must report these concerns to.

The childminder has a positive commitment towards monitoring and evaluating her service. Children's progress records and activity planning is monitored and this allows the childminder to identify any gaps in the educational programmes and takes steps to remedy them. For example, she is developing resources to meet children's ongoing developmental needs. She is extending this reviewing system by using self-evaluation to look at her service and the impact of her practice, although, has not yet considered using the views of parents and children to help her with this.

The childminder works effectively with parents and her relationships with them are good. Through completing the daily diary and children's progress records, she provides information on what children can do, to inform their next steps in learning. Her 'All about me' booklet provides a very personal insight into a child's life at home. This contributes to effectively meeting children's individual needs. Comments from parents are positive about the care children receive. They say that the childminder provides a very good service and welcomes children into a family home. The childminder understands the importance of working in partnership with others involved in children's care and learning and she liaises with them when the situation arises.

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	EY446457
Local authority	York
Inspection number	802586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
Name of provider	

Date of previous inspection

Not applicable

Telephone number

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

