

<b>Inspection date</b>	18/12/2012
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 feel safe and secure with the childminder who provides a warm and welcoming environment that supports their care, learning and well-being.
- The childminder is very secure in her knowledge and understanding of the Early Years Foundation Stage. She is confident at organising activities to support children's learning and competently observes and make assessments of their development helping them make good progress.
- Children are happy, motivated and eager to learn. They behave well and show high levels of concentration, curiosity and imagination.

### **It is not yet outstanding because**

- The childminder does not always exploit opportunities to enhance children's learning during activities they are particularly interested in, such as extending mathematical understanding during a coin activity.
- The organisation of many of the toys and resources is not fully effective to support children's independent choice and decision making.

## 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 spoke with the childminder at appropriate times throughout the inspection. This included a joint observation of children involved in a play dough activity.
- The inspector looked at the range of toys, resources, equipment and all areas used for childminding.
- The inspector looked at children's records of learning, evidence of planning, observation, assessment and a sample of records, policies and procedures.
- The inspector looked at the childminder's written self-evaluation document and took into account the written views of parents.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and eight years in a house in York. The whole of the ground floor, first floor

bathroom and the rear garden are used for childminding.

The childminder attends local toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. Children who use English as an additional language are welcomed and supported. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level three childcare qualification.

### **What the setting needs to do to improve further**

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

- improve the ways children can make independent choices and decisions regarding the wide and varied range of toys and resources available
- develop the education programme for mathematics by using unplanned opportunities to help children begin to categorise objects according to properties such as shape or size.

### **Inspection judgements**

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

Children make good progress in their learning and development because the childminder has a secure understanding of how they learn through play and first hand experiences. She is confident at delivering the seven areas of learning through a varied range of stimulating and exciting activities. The programme for learning takes place indoors, outside and at different play groups. This means children benefit from socialising with others and accessing an extended range of activities, toys and resources. It also helps prepare them for future transitions, such as to other settings or school.

Children's progress is closely monitored and assessed. This means the childminder can identify the action she needs to take so that children continue to learn. It also helps support her planning for children's learning experiences so a good balance is achieved between activities they choose themselves or those led by the childminder. Children who use English alongside a second language are well supported to use both. This helps children communicate effectively whilst respecting the language used within the home. Each child has a book full of photographs and written comments that link to their personal learning records. Well written observations and assessments of progress are included. This

is a valuable account for parents to refer to. Parents are encouraged to contribute their aims and ideas towards children's learning. This keeps them informed and involved.

The childminder recognises that young children benefit from being active in their learning. She provides opportunities for children to express themselves through arts and crafts. For example, she offers painting activities where children can experiment using different techniques. She provides play dough with various tools for children to use and makes salt dough with them to make shapes, bake and paint to create Christmas decorations. As children play she encourages discussion. This increases children's vocabulary and develops conversation and communication skills that they will need for future learning. By having their pictures attractively displayed on the wall they develop high levels of self-esteem and a sense of pride and belonging to the setting. Children can sustain concentration very well particularly during activities they are interested in. Although the childminder is confident in supporting children's learning sometimes this is not fully exploited. For example, during play where children showed great interest in a range of coins and confidently identified the 'heavy one' and the 'shiny one', there was a missed opportunity for their attention to be drawn to further areas of categorisation in order to help children's mathematical understanding and enable learning to be extended.

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

The childminder builds warm and caring relationships with children and knows each one very well. She offers settling-in sessions to new children helping them adjust to her care setting. This also provides opportunity for relevant information to be exchanged with parents, helping the childminder to get to know their individual routines and starting points. Some children attend from babyhood and continue to attend when they transfer to other settings, such as pre-school or school. This enables long-term relationships to be formed, supports continuity of care and helps children feel safe, secure and confident.

Children play in a welcoming and comfortable family environment. Toys and resources are prepared for children before their arrival and the range regularly rotated to keep children interested. However, some resources are stored in a walk-in cupboard so not easily accessible or fully supporting children to make independent choices and decisions. Posters displayed on walls provide children with information, such as letters of the alphabet, colours and shapes. Children can concentrate with sustained interest for long periods of time. For example, when sitting at the kitchen worktop using tools and cutters and experimenting with the play dough. This shows they feel content with the activities provided for them and happy within their surroundings. Because children are kept busy and occupied they behave well.

Children learn about adopting healthy lifestyles through regular access to fresh air and physical exercise. The childminder works with parents to provide healthy options of food and drink. The garden is used for children to grow and harvest fruits, flowers and vegetables. This helps them learn about the food chain and develop a positive attitude towards eating fresh, home grown food. Children are developing a sense of keeping themselves safe. For example, they know not to put coins in their mouth, only 'sweeties'.

They are included in practising the settings fire drill. This helps them to understand what to do in the event of an emergency.

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

The childminder is very confident in assessing children's development and identifying what she needs to do to support their next steps for learning. The information she gains guides her planning and compliments her progress checks for children. Results are accurate to match the age and stage of learning typical for children within their development band. The childminder appreciates the benefits of partnership working. She meets regularly with childminding colleagues and has links with other providers in the area. This helps her keep informed and updated and supports how she helps children make the transition into other settings.

Children are kept safe because the childminder fully understands the safeguarding and welfare requirements of the Early Years Foundations Stage. She has taken part in different levels of safeguarding training and knows the action to take if she has any concerns regarding a child's well-being or welfare. The childminder is able to recognise the signs that a child may be at risk and how to respond if an unauthorised adult arrived to collect a child. She has in-depth risk assessments in place that apply to her setting and outings that take place. Children are well supervised and regularly practice the evacuation procedure of the setting so they know what to do in an emergency. The childminder has included parents and children in assessing the service she provides. She has identified plans for future improvement in order to benefit her professionally and contribute effectively towards children's learning and 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**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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

<b>Unique reference number</b>	EY249248
<b>Local authority</b>	York
<b>Inspection number</b>	819719
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/05/2009

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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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