

Inspection date

30/01/2013

Previous inspection date

05/08/2011

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 effectively supported to learn about being kind to each other, share the toys and behave well.
- New children who start at the setting are helped to adjust by being provided with settling-in sessions. Parents are encouraged to share personal information to help the childminder get to know children quickly.
- Children benefit by being involved in activities that take place at the setting and at playgroups and places of interest within the community.
- The childminder has a positive attitude towards improvement of her provision. She has good ideas for future development and regularly seeks the views of parents to help her analyse the service she provides.

It is not yet good because

- Assessment records for children between the ages of two and three years are not focussed effectively enough on the achievements of children in the areas of communication, language, physical, personal, social and emotional development.
- The childminder does not keep a daily register of children's attendance or ensure the evacuation procedure is practised regularly, including with new children to the setting. This compromises children's safety.
- Ways in which parents are involved in sharing information about their child's learning at home or contribute to future learning targets are not yet fully explored.

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 looked at children's learning records and evidence of planning, observation and assessment.
The inspector looked at a sample of the setting's policies and procedures and
- written comments from parents regarding the quality of care given to the children by the childminder.
- The inspector looked at the range of toys, resources and equipment provided for children indoors and outside.
The inspector spoke with the childminder at appropriate times throughout the
- inspection. The inspector observed how the childminder supported children's learning during a matching game she played with children on the floor.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two-year-old child in a house in the Acomb area of York. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding.

The childminder attends a number of weekly playgroups in the area with children. She visits the shops, library and park on a regular basis. She takes and collects children from the local pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure assessment records relating to the progress check of children age two years focuses on children's development in the prime areas; communication and language, physical development and personal, social and emotional development
- keep a daily record of the names of the children being cared for on the premises that includes accurate information on the hours they attend.

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

- develop existing information available to parents to help them continue their child's learning at home and provide the opportunity to contribute to their child's learning record
- ensure the evacuation procedure is practised more regularly and with new children so they know what to do in the event of an emergency.

Inspection judgements

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

Children are provided with a varied range of activities and learning experiences enabling them to make steady progress towards the early learning goals. They take part in walks and outings to places of interest, such as to the library, shops and park. Each week they attend different playgroups and regularly meet other children. This helps them to socialise, benefit from access to a wider range of learning opportunities and become familiar with their local environment. This also helps prepare children for change, such as learning to adapt to other settings including school.

The childminder uses what she knows about children to help them learn by incorporating their interests into her activity planning and as part of the everyday routine. She teaches basic colour, shape and number recognition as children play and reinforces this through adult-led games and conversations. This helps children learn in different ways and prepares them with skills they will need for future learning. Children are well supported to learn about taking turns and sharing. The childminder understands that some children find this difficult but remains consistent in her approach to teach them how to overcome this.

In general, the childminder keeps parents sufficiently well informed and updated, but ways to more effectively involve them in children's learning, particularly at home, is not yet fully explored. The childminder has begun to carry out the progress check for children aged between two to three years that she is required to complete and share with parents. Information recorded in current records is not yet focussed effectively enough on the achievements of children in communication, language, physical, personal, social and emotional development. These are known as the prime areas of learning and fundamental for skills children need to prepare them well for school.

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

Children are well supported to adjust to the childminder's setting by invitation to take part in settling-in sessions. This enables parents and childminder to exchange information and builds positive relationships between children and carers. The childminder encourages children to be kind and polite and helps them learn through discussion and positive example how to behave well. When children respond to her behaviour management style she congratulates and praises them. For example, saying 'well done for working together' when children have played harmoniously and co-operatively. This helps children learn about considering the needs of others and develops social skills they will need when they begin school.

In the main parents provide children's meals but the childminder offers healthy snacks in-between. By accessing walks in the fresh air and physical exercise in the garden or park the childminder is helping children adopt routines that support their good health. The childminder is confident to talk to parents to help them provide children with healthy options in lunch boxes. During better weather children learn how to grow sunflowers from seed in the garden. The childminder plans to develop her outdoor environment which will enhance and extend children's learning outside.

The childminder works closely with parents regarding children's welfare and well-being. She is conscious of children's emotions when they transfer to her from another setting and is keen to help them settle in quickly. She does so through regular conversations with parents and adapting her routine to give children time to adjust. The childminder has a good attitude towards working with all providers children have contact with. This ensures she is well informed and kept up-to-date so that she can build trusting relationships with children and help them to succeed. This also helps her prepare children for transfer into other settings including school.

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

The childminder is reflective and beginning to develop ideas about how she can improve her provision. For example, she has recently reorganised how she makes her resources available for children by transferring them into a different room. She plans to extend this by providing children with pictures of the toys she has in place. This will have a very positive impact for children by helping them make more independent choices and decisions about what they choose to play with for themselves. The childminder seeks the views of parents on the service she provides which means they are contributing their ideas to the continued improvement of the provision.

The childminder understands the learning and development requirements and about how children learn through play. Her planning is guided by the interests of children and their individual learning needs. She carries out regular observations of their progress and bases her assessments on information detailed in the guidance Development Matters in the Early Years Foundation Stage. This helps her identify if children are making appropriate progress or if they are falling behind in their learning. The childminder understands the importance of sharing information with parents and partners and the benefits this has to enable children to move forward in their learning or identify any additional support that may be necessary.

To ensure children's safety, written risks assessments are in place. This helps the childminder to focus on keeping the environment for children hazard free, safe and secure. The childminder knows the signs, symptoms and types of abuse and the action to take if any concerns are raised about a child's welfare or well-being. The childminder does not keep a daily register of children's attendance which is a legal requirement. The emergency evacuation procedure is practised irregularly and has not yet been shared with a new child. Both issues place children at risk and compromise their safety. A varied range of written policies and procedures are in place and shared with parents regarding the operation and management of the provision to promote consistency for children's care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept)(both parts of the Childcare register).
- take action as specified above (Records to be kept).

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	EY420542
Local authority	York
Inspection number	875690
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	05/08/2011
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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