

<b>Inspection date</b>	06/02/2013
Previous inspection date	11/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are happy, settled and keen to try new things because they have extremely good relationships with the childminder.
- The childminder has high expectations for each child and provides an excellent range of learning opportunities to support their development. She monitors their level of achievement precisely and effectively to ensure they are within the expected range.
- The childminder has excellent relationships with parents. They keep each other fully informed about the children's welfare and regularly discuss their development.
- The childminder evaluates her practice regularly, consulting parents and children, and uses their comments to enhance the care she provides.

- Some children do not have the opportunity to participate in group activities within the community to develop their social skills on a regular basis.

## 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 viewed the policies and procedures used by the provider to ensure the safe and efficient management of the setting.
- The inspector toured the areas of the premises used for childminding.
- The inspector observed the children, the activities they were enjoying and their interaction with the childminder.
- The inspector took account of the views of both parents and children.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight years and 13 years, in a house in Thorngumbald. She uses the whole of the ground floor, apart from the dining room, and the rear garden for childminding.

The childminder attends a local childminder group and some activities at the local

children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools, nursery and pre-schools.

There are currently 10 children on roll, five are in the early years age group and attend for a variety of sessions. Five are school-age children who attend before and after school. The childminder operates her service all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. She is a member of the National Childminding Association and has a level 3 childcare qualification.

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

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

- enhance opportunities for all children to participate in activities within the community to develop their social skills.

### **Inspection judgements**

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

Children are happy, settled and keen to try new things. They are curious, are developing independence and have very good relationships with the childminder. She has high expectations for each child and provides an excellent range of learning opportunities to support their development. She monitors their level of achievement effectively to ensure that they are showing typical development for their age.

The childminder organises her home extremely well to enable children to access resources freely. Children have use of the playroom, including a messy play area, a comfortable book area and tables for games and mark-making. They use the garden when they want to use the large equipment or grow vegetables. The childminder plans focussed activities to encourage children's learning. She is aware of their individual needs and provides activities to promote new skills. For example, the younger children are keen to copy the older ones when creating imaginative art work, baking or growing things in the garden. They also like to use the computer, happily pressing the keys to vary the animals on the screen. The children are developing confidence in their own abilities through the different activities provided and developing skills for the future.

The childminder consistently engages younger children in conversation to help them link words with actions and different toys. For example, she has completed training to introduce the 'observe, watch and listen' method to support the children's language

development, which she monitors to ensure it is effective. She has also introduced sign language for the babies and those unable to vocalise. They are therefore able to make their views known without speech and are also starting to identify farm animals when playing with the small world toys. This builds their understanding of words even if they do not yet have language skills to name them. They are also starting to identify the fruits and vegetables illustrated in the playroom, and when using the play food. The childminder works with speech therapy staff if children have speech delay.

The childminder has an excellent overview of the learning and development requirements of the Early Years Foundation Stage, rooted in a very secure knowledge of how young children learn. She makes highly accurate observations of the children from when they start in her setting, and includes initial parental observations in the learning journeys. She is then able to support their learning and development very effectively. Excellent partnerships with parents complement the process of observation and assessment. Parents are happy to make observations at home and make comment in the development files. They look at the files regularly which makes them fully aware of the achievements the children make. The childminder links observations to the seven areas of learning, highlighting the next steps to promote children's development. She includes the dates of the tracked achievements so is able to see how quickly the children are making progress. Activities are displayed for parents to see and included in the newsletters they receive so they can extend their children's learning at home. The childminder also tracks the children's development in their peer group to ensure no child falls behind. The concise, accurate and informative development files, alongside the tracking sheets, ensure teachers have reliable information when children start school. The children confidently move into school as they have become independent capable children, keen to learn and enjoy new situations.

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

Children enjoy an extremely warm and close relationship with the childminder. They are settled and comfortable in her care, and confident and friendly when visitors arrive. The children enjoy stories and singing activities which help them develop attachment to the childminder and each other, while promoting their confidence and well-being. Even the youngest children move and sway to the music and try to do the actions. They also enjoy investigating the musical instruments to accompany the songs.

Children's excellent behaviour shows they feel exceptionally safe in the childminder's home. There are very clear house rules in place, devised after discussion with the children, and these are reinforced with patience to persuade the younger children not to touch things, such as the inspector's computer. They also learn to keep themselves safe by exceptionally good road safety practice when out in the community and by the way they use resources within the home. The childminder provides a highly positive role model for promoting manners and consideration of others, encouraging the children to be polite

when they ask for or receive their drinks or meals.

The children's physical development is fostered extremely effectively by their use of the vast range of toys and equipment available outside to build their strength and promote their balance. They really enjoy the use of the local park and walks into the countryside for fresh air and exercise, while learning about the natural world and the local community. However, some children do not have the opportunity to participate in group activities within the community to develop their social skills on a regular basis. Children enjoy activities in the garden. They grow vegetables, which supports their understanding of the need for a healthy diet to stay fit and well and their understanding of the natural world, and their physical development through the use of tools when digging and planting.

The childminder already has excellent partnerships with the local school which ensures consistency of care and a regular exchange of information about the children. She understands the importance of preparing children for the transition to pre-school and school. For example, she enables them to become independent in their personal care and confident with new situations.

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

The childminder has an excellent understanding of safeguarding and knows how to protect the children in her care. She has undertaken several training courses to raise her awareness of how to care for different vulnerable groups of children, and has a thorough knowledge of the local child protection procedures if she has concerns. She has experience of working with social care staff in the past to care for looked-after children. Areas used by the children are well organised and enable them to move around the premises and outside space safely and freely. Risk assessments and daily checks ensure the environment is safe when children arrive. The childminder also ensures only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect the children. The premises are secure and safety measures are in place to prevent children being injured in a fire and they practise the emergency evacuation procedure so they are familiar with the process.

The childminder provides an excellent range of activities which enables the children to make outstanding progress across all areas of learning. Activities are appropriate to their development needs, providing challenge and interest. Systems for observing what children can do, identifying their next steps and devising planning work extremely well, enabling the childminder to highlight areas of concern or special achievement. She makes regular precise observations and completes summaries of their development each half term. Parents also complete observations at home, which complement her information. She has detailed progress notes and, as well as tracking individual children, is also tracking the peer groups to ensure none fall behind. Plans for the half term are displayed but also included in the newsletters sent to parents.

The childminder has extremely good relationships with parents. They keep each other

informed about the children's welfare and regularly discuss their development. Parents share information about their children each day and become closely involved in their children's welfare and learning. The childminder ensures they have up to date information about her provision and the policies and procedures which she uses to provide a safe and welcoming environment. She has reviewed them in line with the revised regulations. Documentation shows she has extremely effective systems in place to support the children, and that she takes account of their individual needs. The childminder has developed a two year summary form. She understands how to involve parents and other carers in this assessment and to enable them to monitor the children's progress when they reach two years of age. She also produces a one year summary, in consultation with parents, ready for the children's checks with the health visitor.

The childminder is keen to provide the best quality care and learning for the children and works hard to improve her practice. She uses her qualifications and previous experience to excellent effect when planning the children's activities and managing her provision. She has attended recent training to enable her to deliver the new areas of learning effectively and provide appropriate activities to promote children's development, particularly their communication and language. For example, the childminder has adopted the observation, wait and listen approach with the younger children particularly and has introduced sign language to enable the non-verbal children to communicate and make their needs known. The children have access to appropriate construction toys and musical instruments as well the computer which they enjoy using. She is confident about providing activities for the prime areas as a secure foundation before introducing the specific areas to widen their knowledge.

The childminder has extremely good relationships with other carers such as schools, nursery and pre-schools. This ensures children's progress and achievements are acknowledged while any concerns are identified. The childminder has used the children's centre in the past to access activity groups for the children to develop their social skills while playing together. Due to changes in the organisation these opportunities had been discontinued but can now be resumed.

The childminder has an effective self-evaluation procedure and has asked both parents and children for their views of the care she provides in order to ensure her service meets their needs. They express great satisfaction and are confident their children are safe and happy. The childminder has developed an action plan to enable her to further improve the care she provides, however most of the actions have already been completed. She is however committed to updating her knowledge of the monitoring and assessment of the children's development. Letters from the parents and children for the inspection show their continuing gratitude and satisfaction with the care the children receive.

### **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	EY368267
Local authority	East Riding of Yorkshire

<b>Inspection number</b>	821188
<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>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/09/2008
<b>Telephone number</b>	

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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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