

<b>Inspection date</b>	05/02/2013
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are cared for in a warm and welcoming environment. They are settled and form close relationships with the childminder, consequently their care needs are suitably met.
- The childminder's home is appropriately organised so that children can access the range of toys and activities which the childminder makes available to them. A resource book enables some children to make additional choices supporting them to make satisfactory progress in their learning and development.
- Children regularly visit local community groups, shops and parks where they join in physical activities and socialise with children of a similar age. This helps to prepare them for school.

#### **It is not yet good because**

- Planning, observation and assessment is not fully effective; there is limited evidence to show how children are progressing, and planning of activities does not consistently ensure there is appropriate challenge for individual children.
- Limited information is shared with parents to enable them to become more involved in their child's learning in the setting or share what their children are learning at home.
- Monitoring of the educational programmes is not effective to ensure a broad range of experiences are provided to children to ensure they are making good progress.

## 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 the childminder and the children in the lounge and the dining room.
- The inspector looked at the childminder's documentation, for example, policies and procedures, children's records and learning files.
- The inspector talked to the childminder, her assistant and the children at appropriate times throughout the inspection.

### Inspector

Lindsay Dobson

## Full Report

### Information about the setting

The childminder was registered by Ofsted in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Haxby, York and uses the whole of the ground floor of the house for childminding purposes. Children also have access to the garden. The childminder occasionally works with an assistant. The family has a pet rabbit.

The childminder attends toddler groups, the community centre and local children's centre.

She visits the local shops and parks on a regular basis and collects children from the local schools and pre-schools.

There are currently 12 children on roll, of whom six are in the early years age group who attend for a variety of sessions and six who attend before and after school. She is open all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays.

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

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

- develop the systems for observing children's progress to clearly show progression, identify gaps in their learning, inform planning and provide challenging and engaging experiences for all children.

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

- improve monitoring of the educational programmes to ensure there is a good overview of the curriculum and to provide a broad range of experiences that support children's achievements over time; enabling them to make good progress
- improve partnerships with parents to ensure that they receive accurate and precise information about their children's interests and achievements while in the setting and enable them to share what their children are learning at home.

### **Inspection judgements**

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

Children are cared for in a welcoming family home where they are comfortable and secure in the care of the childminder, enabling them to form close bonds and attachments with her. The childminder has a growing awareness of the learning and development requirements within the Early Years Foundation Stage. She has attended training to support her knowledge and is considering how the framework and the Development Matters can be used effectively to support children's learning and identify their next steps to enable them to make better progress. She has implemented an Early Years Foundation Stage file for each child by writing a description of the activities that have taken place and is using some photographs to support the observations. However, the childminder does not include precise assessments in relation to the progress children are making across the seven areas of learning. As a result, although children do make progress, planning is not systematic enough to challenge children or help them make the most of the activities

provided.

Children access a suitable range of toys and resources which overall are developmentally appropriate and enjoyed by the children. Play experiences include outdoor play and outings. Children enjoy attending play sessions at the local community centre and visit the local park where they learn to use the climbing equipment and have space to run about. Such engagement at community groups mixing with their peers, supports the children in developing the skills they need to be ready for the next stage in their lives, such as school. The childminder engages in children's play to help maintain their interest. She supports their emerging language skills by talking to them and repeating what they say, adding new words where appropriate. For example, the childminder and children sit and play with the wooden bricks. The childminder points to the different bricks and asks the children what colours they are. Children tell the childminder that they are blue, red and yellow. When asked, older children are able to match up bricks of the same colour. Younger children try and copy the older children by repeating the names of the bricks and receive positive praise for their efforts. This supports the children's developing vocabulary. All children are secure in communicating their needs and preferences. Younger children point to the available toys, before crawling towards and reaching out for them while, the more able children tell the childminder what they would like to play with and when they want to go to the toilet.

Children enjoy playing together and they all participate when painting the snakes for their celebration of Chinese New Year. During such activities the children are learning to share and take turns with the paints and are supported by constant reminders from the childminder. This supports their personal, emotional and social development as they make relationships and work cooperatively with each other.

Satisfactory relationships are built with the parents and they share information about the children daily. Diaries are used to inform parents of their child's day, for example, what they have eaten, when they slept and places they have visited. However, much of the recording is focussed on care practices and not linked to children's learning. Consequently, parents have limited opportunities to become involved in their children's learning when in the setting. Also there is little encouragement for them to share what their children are learning at home to ensure they are fully involved in the process and can support their children to make good progress.

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

Strong attachments have developed between the children and the childminder and they are happy and confident in her care. They involve her in their play and enjoy cuddles and sharing toys. The childminder invites parents and children to do settling visits before they start with her, enabling her to gather valuable information about their individual needs. She then follows the children's home routines where possible of sleeping and eating, and discusses their changing needs with parents as the children get older and the routines evolve. Younger children are able to settle quickly in the safe, secure and caring environment. The childminder supports children in their transition into another setting and shares information with the staff and build links to ensure consistency. She is supporting

children's school readiness and social skills within her own practice through encouraging them to tidy up the toys and by providing them with opportunities to mix with other children at local toddler groups.

The childminder gives suitable priority to the children's safety, ensuring that hazards are minimised. A fire guard is used to prevent children from accessing a hazardous area of the lounge and the childminder practices and records regular fire drills with the children. Children's behaviour is suitably managed and they are learning to be tolerant of each other. Younger children are helped to understand that they must share toys and any challenging behaviour is dealt with in a sensitive way with the childminder distracting the children to other toys.

Children have opportunities for fresh air and exercise as they visit the park and local play areas each day. In the home younger children enjoy pushing themselves along on wheeled toys and developing their hand and eye coordination as they use the paints and brushes to make their snakes. They are gaining an understanding of healthy eating as they are offered fresh and dried fruit for their snack. The childminder requests the parents provide healthy options in the children packed lunches. Drinks of milk, water and juice are freely available to children throughout the day enabling them to help themselves and remain hydrated.

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

The childminder understands her role and responsibility in keeping children safe from abuse and neglect. She has completed a safeguarding training course which has given her the confidence to follow appropriate procedures when necessary. She has a policy in place to support her practice and has recently reviewed it to ensure it meets with requirements and has shared it with parents. The childminder has an appropriate understanding of her role and responsibilities under the Statutory Framework for the Early Years Foundation Stage. For example, she ensures her assistant is only left in sole charge of children for short periods of time, she maintains suitable adult:child ratios and maintains all required documentation and information about each child in her care.

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. She is becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes, although these systems are not fully effective to ensure the range of activities are developmentally challenging or broad enough to support all children to make good progress.

The childminder is keen to develop her provision. She is self-evaluating her provision and using the Ofsted self-evaluation form to monitor and evaluate what she does and to help her to plan for the future. The childminder has identified areas within her own practice that can be improved and is putting these into place to improve the quality of care for the children. For example, the childminder is planning to obtain additional low level storage units to enable the children to make greater independent choices about their play. Parents

have been given the opportunity to add to the evaluation process through their daily diaries and the childminder talks to the more able children to seek their thoughts and views on her provision. The childminder develops positive relationships with parents. They have the opportunity to look at a welcome folder. This contains information about the service, the childminder's routines and examples of play and activity. Parents also spend time completing the necessary forms enabling them to share information about their child. The childminder has developed a suitable two-way partnership with other providers delivering the Early Years Foundation Stage. This is to ensure children have a consistent approach to their learning.

### 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

<b>Unique reference number</b>	EY364549
<b>Local authority</b>	York
<b>Inspection number</b>	899652
<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>	10
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/09/2009
<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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