

Inspection date

Previous inspection date

25/02/2013

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

- The childminder has a good knowledge of how babies and children learn and provides a wide range of opportunities to promote children's learning through play, discussion and attendance at community group activities.
- Children are settled and happy. They show good levels of curiosity and independence given their ages and stages of development.
- Good relationships have been built with parents and the childminder has effective ways of seeking their views about their children's care.

It is not yet outstanding because

- There is scope to provide parents with more information about activities to enable them to fully support their children's development at home.
- The childminder has not yet made contact with all the local activity groups within the village to enable her to work in partnership with them when children attend another provider.

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 discussed the children and their development with the childminder.
The inspector looked at the children's assessment records and planning documentation. She also saw evidence of first aid training, public liability insurance and risk assessments of the indoor and outdoor environment.
- The inspector observed the childminder interacting with the children, the planned activity she provided and their independent play.

Inspector

Rosemary Beyer

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 17, 10, and six years in a house in Strensall on the outskirts of York. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools

and pre-schools.

There are currently 12 children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- provide parents with more information about activities to enable them to fully support their children's very good development at home
- ensure contact is made with all the local activity groups within the village to enable her to work in strong partnerships with them when children attend another provider.

Inspection judgements

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

Children's progress in their learning is good, in relation to their starting points, because the childminder has a clear understanding of how to engage their interest and recognises that children learn through play. Children's progress across all areas is good, particularly in their physical, personal, social and emotional development and communication and language. Children are active learners and are involved in and concentrate on their chosen activity for increasing amounts of time. For example, the babies' communication and language is developing well due to their interest in stories and action rhymes, and their physical development is effectively promoted with musical toys and those with buttons to press. They are also starting to move around successfully with push along toys.

The childminder has introduced observation, planning and assessment which ensures all seven areas of learning are included. She records observations of children's play and matches them to specific areas, identifying the next steps to further promote their learning. These observations inform her planning to ensure activities are in place for each individual child. The childminder understands the importance of supporting the babies and young children in their physical, personal, social and emotional development and communication and language. She enables non-verbal children to make their needs known

by signs and sounds.

Parents have ready access to their children's development files and are pleased with their progress. They can make comments in the daily diaries and the files if they wish. The childminder gives them information about the activities their children enjoy but has scope to further develop this to enable them to more effectively support their children's development at home.

The childminder has developed partnerships with some of the other providers in the village who care for some of the children in her care. However, she has not yet made contact with them all, or used the activity facilities some have on offer to promote children's social and physical development. She has identified this as an aspect for improvement to ensure she can exchange information with them so any achievements can be identified and any concerns addressed.

The childminder supports the children well to prepare them for school by enabling them to develop independence, confidence in new situations and a keen interest in learning new things. She uses her good relationships with the school and the staff to ensure information is exchanged about children's needs and development. The transition is well planned and children demonstrate a clear readiness for school. She has summative assessments of children's progress in place to share as children move on to school or other settings

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

The childminder enables children to settle at their own pace, with as many visits with parents as needed. She understands the need to build good attachments in order to enable children to develop their confidence and independence in her care. Babies become independent by being able to depend on the childminder for reassurance and comfort, even those who have been attending for a short period of time. For example, babies who are unsettled when visitors arrive are comforted by close contact with the childminder.

Babies settle well because the childminder has a very good knowledge of their likes, needs and routines. Their early investigative and curiosity skills are promoted effectively through the use of a wide range of resources, including musical toys and games. They also show great interest in stacking toys and enjoy the different textures of materials in the toy boxes.

The childminder has a good knowledge and understanding of good hygiene practice and healthy eating. Children learn from an early age the importance of hand washing. They also enjoy healthy snacks and drinks on a daily basis. As a result, children develop a positive attitude and understanding of healthy eating. Parents' wishes are actively followed in order to meet children's individual needs, such as managing allergies through diet and other special requirements.

The childminder has a wide range of resources available, which cover all the areas of learning and are readily accessible. These include tools for making marks and art and craft materials to enable children to develop their physical skills, while allowing them to produce imaginative artwork.

The childminder is very conscious of the need to teach children to keep themselves safe, and to behave well. For example, road safety is discussed and talked about on visits into the local community which reinforces children's understanding of safety issues. They learn from a young age the boundaries that are in place to protect them without restricting their independence.

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

The childminder has a good knowledge and understanding of safeguarding issues and the procedure to follow. She ensures parents are fully aware of her role and responsibility in protecting all the children in her care. Comprehensive risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify hazards and the appropriate steps to take to minimise risk and keep children safe and secure. The childminder creates an environment that is welcoming, safe and stimulating where children grow in confidence and enjoy their learning.

The childminder uses her past experience very effectively to meet the needs of the children she cares for. She understands the importance of working with other professionals to provide support for all children when the need arises. Her partnerships with parents ensure they are kept informed about their child's care and learning. They do not yet, however, have planned activity information to enable them to play a full part in their learning at home.

The childminder is keen to provide high quality childcare and uses self-evaluation to assess her practice and monitor the educational provision. The childminder has identified areas for improvement including the continuing development of the two-year-old summary. She has consulted parents and children about her service to ensure their needs are met. Parents are very happy with the care she provides and express great satisfaction as they know their children are safe, comfortable and settled, while making good progress in 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

Unique reference number	EY448684
Local authority	York
Inspection number	880051
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	Not applicable
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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Piccadilly Gate
Store St
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M1 2WD

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