

Inspection date

Previous inspection date

05/03/2013

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 makes regular observations of the children to assess what they do, their achievements and to identify their next steps to take forward. This results in the children successfully extending their learning opportunities to make ongoing progress.
- Children independently access a very good selection of resources and equipment. This enables them to be self-motivated and engaged in their play and learning.
- Children are secure and have close relationships with the childminder and her family. Their personal, social and emotional, communication, language and physical development are effectively promoted, to fully support children as they move forward in their learning.
- The childminder has positive relationships with parents, the pre-school and school. This approach ensures children's ongoing support and learning is managed effectively.

It is not yet outstanding because

- The childminder has not yet extended the opportunities for the children to investigate and explore the natural world, such as growing and nurturing different plants and seeds.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children and the childminder, including collection from pre-school and school and held discussions with them throughout the inspection.
- The inspector looked at information relating to the children's learning, planning and the childminder's self-evaluation, relevant records, policies and procedures.
- The inspector took account of parents' views through written information provided on the day.

Inspector

Christine Tipple

Full Report

Information about the setting

The childminder was registered in 2012. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, 11 and nine-years-old in Sutton-on-Forest near York. The whole of the ground floor and the rear garden is used for childminding. The family has a dog and cat as pets.

The childminder attends activities in the community including the park. She collects children from the local school and pre-school. There are currently 12 children on roll, and of these four are in the early years age group, all attend for a variety of sessions. The childminder currently operates term time only from 7.30am to 9am and 3.30pm to 6.30pm, Monday to Friday. 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:

- enhance further the opportunities for children to investigate the natural world, for example, to grow and nurture seeds and plants.

Inspection judgements

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

The childminder engages parents from when their children start, to share details about their children's needs, routines and what they enjoy doing. This is taken forward by the childminder to enable her to support the children to settle in and provide activities that capture their interests. This results in the children being motivated and engaged in their play and learning. The childminder makes regular observations of the children to assess what they do, their achievements and to identify their next steps to take forward in her planning. This results in the children successfully extending their learning opportunities to make ongoing progress. This is shared fully with the parents, to engage them in what their children do and to encourage them to contribute and support their children at home.

Children use a large tray for a range of different activities, such as making a builder's yard using stones and building bricks or just filling it with sand. The making of dens inside and outside, creates excitement with the children and enables them to use their imagination and engages them in discussion about what they are doing and why. This also promotes cooperative play and the sharing of ideas. Children have many opportunities to use numbers in their play, such as through matching games and counting objects. This is extended skilfully by the childminder, such as asking the children 'how many cakes are

there?' and 'how many are left when we take one away?' or 'we add another one?'. Children's use of maths is well developed through the use of everyday opportunities that are fun to do. The use of 'feelings cards' support the children to talk about different experiences, to express themselves confidently and gain skills to listen to others. The childminder takes time to talk with the children and engage them in sharing information and to take an active part in their own learning.

Children have various creative resources that include different materials and mediums to create with. They make models with junk materials; they are learning origami and have made three-dimensional alphabet displays with different materials. The younger children enjoy cutting different paper and using this to make their collages, or they mix and make different colours with the paints. This is highly effective in developing children's own ideas and to value their contributions. Children love to be outside in the garden and use the larger equipment; this includes the climbing frame or the trampoline. These activities enable children to move to different levels of ability, supporting their confidence and growing independence in their physical skills. However, the childminder has not yet fully explored opportunities for the children to use the garden further, to investigate and explore the natural world, such as growing and nurturing seeds and plants. The children play in the water tray which they fill using various jugs and bottles. They decide that bubbles need to be added and a sponge so they can wash the car. This caused much excitement and engrossed them in the task, to play cooperatively and take turns. Children are effectively developing their skills to be active learners, to be engaged and able to think about what they do and why. This results in children being well prepared to move on in their learning.

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

The children are happy and secure in their relationship with the childminder and her family. She offers positive support to the children as they settle-in which enables them to develop their confidence and self-assurance very well. The childminder has a very good partnership with the pre-school in support of the children. This ensures their changing needs and interests are shared, to ensure any additional challenges or support is initiated effectively as discussed with parents. The playroom and other areas used by the children provide a wide selection of good quality resources and equipment. These fully support all areas of learning for the children, who have ongoing opportunities to choose what they want to do. This is enhanced by the childminder in extending children's experiences by building on what the children enjoy and do. The children take an active part in the 'house rules'. These promote the positives in what the children do and how they behave. The effective use of praise and encouragement by the childminder supports them to learn to be aware of others around them, to be caring and respect the environment. This enables the children to develop skills to manage their feelings by using strategies, such as walking away and finding another activity or to share and take turns.

The children have daily opportunities to use the garden or the local park, to play out and be active and energetic and have fresh air. The children are provided with a hot dinner and the childminder prepares this from mainly fresh produce. This encourages the children to try different foods and fosters their understanding of healthy eating and lifestyles.

Children gain skills to manage their personal care, particularly washing their hands before they have food, getting ready to go out, putting their coats on collecting their bags when coming from school. This positive approach with the children contributes to their growing independence. The childminder discusses safety with the children when they start through doing a risk assessment with them so they know all the hazards and how these are made safe and why. Children are confident as they walk from school and are aware to stop and cross the road together, and the older children support the younger ones through their example. They take part in the evacuation procedure which clearly informs them of what they do in such an emergency. This reinforces safety issues and confidence with the children in what they do and why.

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

The childminder uses her weekly evaluation to monitor what worked well and areas to improve further in following the children's interests. This provides details of the learning and progress taking place, to inform her ongoing planning for their individual needs. The childminder is confident in how she reflects on her practice and how this enables her to improve her provision for the children. This has enabled her to focus on children's interests, to follow their guide in how she enhances and adapts her support for their future progress. She uses feedback from parents, pre-school and the children who are a key part of her approach. This fully supports the childminder in how she continues to further develop her teaching, learning and future training needs.

The protection of children is well supported by the childminder. The safeguarding policy is shared with parents. She has updated her training to ensure she remains informed about children's well-being. The range of other policies, procedures and records are well maintained and support the childminder in the safe management of her provision for the children.

Parents are well informed about the care and provision provided by the childminder. Time is provided to support the children to settle and feel secure. Newsletters are used to communicate and keep parents up to date and daily contact ensures information is shared, to engage parents in their children's care and learning. Parents' comments give high praise on how their children are developing and the range of interesting activities provided. Parents have other contact through email and the telephone, to ensure they have various means to communicate with the childminder in support of the children's needs. The well-established partnership with the school and pre-school ensure a clear process of sharing information in support of the children's ongoing 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

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 action. 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	EY441349
Local authority	North Yorkshire
Inspection number	808497
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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, which are usually the childminder's 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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