

<b>Inspection date</b>	14/03/2013
Previous inspection date	10/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children's health is promoted well. They have lots of opportunities to benefit from fresh air and physical exercise and they are provided with nutritious home-cooked meals.
- Children have fun in their learning which means they want to take part in the activities and thoroughly enjoy the experiences. Consequently, they make good progress in their development.
- Children settle well in the childminder's care because they are made to feel very welcome and part of her family. They develop close and trusting bonds with her and feel safe and confident in their environment.
- Children have good opportunities to develop their language skills through conversation, stories, rhymes and singing. This enables them to become confident communicators.

### **It is not yet outstanding because**

- Children do not have consistently rich opportunities to learn about planting and growing in order to enhance their understanding of how things change over time.
- Partnerships with some early years settings are not sufficiently well-established. This means transitions and continuity of experiences across all provisions are not always supported as well as possible for all children.

## 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 had a tour of the premises and observed children playing in the downstairs areas.
- The inspector spoke with the childminder, her assistant, a student on placement and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and procedures.
- The inspector took account of the views of parents and carers spoken to via telephone conversations.

## Inspector

Diane Turner

## Full Report

### Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and four years in a semi-detached house in York. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis. She collects children from the local school, nursery and pre-school. She employs an assistant. There are currently 22 children on roll, 13 of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday, all year round, from 8.15am to 5.45pm, except for bank holidays and family holidays.

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

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

- enhance the educational programmes for understanding the world by; increasing opportunities for children to observe how things change over time, for example, by enabling them to plant and care for plants
- promote ongoing sharing of information with all providers of early years settings children also attend to consistently support transitions and continuity of experiences across all provisions.

### Inspection judgements

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

The childminder has a good understanding of how to support children's learning. She gives them time to direct their own play and enables them to take part in small group activities which have a clear focus. This means they learn successfully and in different ways. As a result, they make good progress towards the early learning goals and are well-prepared for their transition to school. Children have good opportunities to develop confidence in speaking and listening. For instance, the childminder very successfully leads

music and singing activities and makes children's learning fun. As a result, they join in with gusto as they sing songs and rhymes, such as 'twinkle, twinkle little star' and 'the wheels on the bus'. They giggle with delight as she tickles them as they recite 'round and round the garden'. Books play an important part in the setting. Children are provided with a very good range which is tailored to their age and stage of development. Very young children independently access picture books from a low-level shelf and sit in the cosy book corner to look at these. Older children are confident to join-in with their favourite stories, such as one about a bear. This means children develop a love of reading from a young age.

The childminder provides good opportunities for children to be creative and to express themselves. For example, she provides a good range of musical instruments, so they can explore sounds, and uses these to accompany their singing. Children develop a good sense of rhythm as they shake bells and beat drums and move their bodies to the sounds. Children have good opportunities to learn through exploration. For instance, the childminder provides different fabrics so they can learn about textures. They become captivated as they discover how flimsy fabric floats down to the ground if they throw this in the air. However, children have limited opportunities to take part in planting and growing activities. This means their understanding of the world is not enhanced fully as they do not have rich opportunities to observe how things develop over time.

The childminder uses her observations of children's learning to successfully monitor and assess their progress. She has regular discussion with parents to find out what their children are learning at home, which means she can plan precisely for their next steps. The childminder provides a bright and stimulating environment for children to play and learn. There is a good range of toys and resources to support their play and they choose from these confidently. For instance, when a group of children decide to set up a picnic they know where to find a cloth, cups, plates and play food. This enables them to fulfil their idea. The childminder and her assistant sensitively join-in with children's play to extend their learning. For example, as children set up their picnic, they encourage them to count how many plates and cups they need for the number taking part. When another child joins the group they seize the opportunity to help them work out how many more items they need. This successfully supports children to use counting for a purpose and introduces them to simple calculation.

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

The childminder pays good attention to finding out about children's individual needs and how these can be met. This means they settle well and their transition into the setting is a positive experience. Children feel emotionally secure in the childminder's care because she follows their routines carefully and knows their personality. She intuitively knows when they are feeling tired or when they need a cuddle and responds promptly to their needs. As a result, children develop close bonds with her. Children have good opportunities to take part in learning experiences in the local community. This enables them to develop confidence in interacting with adults and children outside their normal childcare setting. For example, they attend a toddler group and a music group each week and regularly visit

the library and museums in the city. This also supports their further learning and transitions to school.

Children learn to behave well because they know what is expected of them. For instance, the childminder teaches them to tidy away the toys when they have finished playing with them. This means they learn to take care of their environment and develop a responsible attitude. Children demonstrate good levels of confidence and self-esteem. For instance, the childminder provides a low-level mirror so babies can see their reflection and gain a sense of who they are. Older children enjoy using the mirror to observe themselves in dressing-up clothes as they take on different roles. The childminder values children's efforts and acknowledges these with meaningful praise. For instance, she tells them their 'buzzing noises are excellent' as they pretend to be bees.

The childminder gives high priority to promoting children's good health. They are provided with nutritious meals that are prepared using fresh ingredients. For example, they thoroughly enjoy red pepper soup for their lunch. They delight in referring to this as 'fire engine' soup. Children benefit fully from lots of fresh air and exercise. Babies sleep outdoors in their pushchairs and regular visits are made to the park. This enables children to develop good physical skills as they use large play equipment and run around freely. Children also enjoy joining-in with action rhymes and songs indoors. For example, they learn to control their bodies as they curl up and pretend to be 'sleeping bunnies'. The childminder effectively supports children's understanding of keeping themselves safe. For example, they learn about waiting for and sitting safely on the bus, as they use this to travel into the city.

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

The childminder and her assistant work closely together to ensure the requirements of the Early Years Foundation Stage are met successfully. They are confident in their ability to recognise the possible indicators of abuse and know to whom they should refer any concerns. The childminder ensures all areas of her home are kept safe and that children are well protected on outings. For example, younger ones are strapped safely in pushchairs. If the childminder needs to use the shops she only accesses those that she can take a pushchair into. This ensures children are not left unsupervised. Her assistant follows the same procedure.

The childminder pays good attention to monitoring the quality of the service and continually improving this. She meets regularly with her assistant to discuss the educational programme, to ensure each child's learning is fostered well. The childminder's assistant, parents and children, are consulted on a regular basis to ensure their views of the service are known. This promotes an inclusive approach and one of mutual respect. Any areas that are highlighted for improvement are acted on promptly. For example, it was identified that children's use of the garden was limited in wet weather as the grass became very water logged. As a result, an area of wooden decking has been installed, which means children can play out in all weathers.

The childminder gains information about other early years settings children also attend. However, partnership working with all settings is not fully embedded in order to promote a shared approach to supporting children's learning. The childminder establishes and maintains good relationships and communication with all parents. They receive copies of all her policies, which ensure they know how the service operates. Information is effectively shared on an ongoing basis through discussion and a notice board. Leaflets about topics, such as healthy eating, are made readily available for parents to take if they wish. Parents' comments about the service are extremely positive. For example, they find the childminder very approachable and they particularly appreciate the nutritious meals and the visits and outings she provides.

### **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

<b>Unique reference number</b>	EY392173
<b>Local authority</b>	York
<b>Inspection number</b>	908383
<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>	22
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/11/2009
<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, 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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