

<b>Inspection date</b>	15/04/2013
Previous inspection date	27/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are very well supported to make good progress in their learning because the childminder provides stimulating and challenging activities that take place indoors and outside of the setting.
- Children are provided with a well-organised environment. This promotes their learning and supports the good quality of teaching.
- The childminder builds trusting relationships with parents based on effective information sharing. This means adults are well informed, helping children to be well cared for, safe and secure.
- The childminder's skilful use of questioning contributes towards her assessment of the progress children make and helps to guide her activity planning.

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

- There are few opportunities for children to experiment with their rapidly developing writing across different types of play that takes place indoors and outside. This lessens opportunities for them to learn how to ascribe meanings to marks, share and record their ideas and make links between sounds and letters.

## 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 spoke with the childminder throughout the inspection and observed her practice, including during story time and a collage activity with children.  
The inspector looked at a sample of children's daily diaries and learning journals.
- In addition, she looked at some records, documents, and written policies and procedures pertinent to the setting.
- The inspector looked at the range of indoor and outdoor toys, equipment and resources provided for children.  
The inspector took into account written comments provided by parents as part of
- the childminder's evaluation of the service she provides, and the views of a child spoken to during the inspection.

## Inspector

Jackie Phillips

## 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 family in Sherburn-in-Elmet, North Yorkshire. The whole ground floor of the house, the bathroom on the first floor and the rear garden are used for childminding. The family has a number of pets including fancy rats, chickens and a rabbit.

The childminder attends playgroups 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 six children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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

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

- expand opportunities for writing, for example, during role play and outdoor activities, and help children to make links between sounds and letters and record and share ideas.

## Inspection judgements

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

Children make good progress in their journey towards the early learning goals because the childminder is confident and knowledgeable about how to promote their learning and development. Children play in an attractive environment that inspires them to be challenged and motivated to learn and where expectations are high. For example, there are a number of interesting information posters displayed to draw children's attention to shape, letters, number and colour. They see a variety of greetings written in different languages and can handle appealing resources that are provided to raise their awareness of different cultures, for instance, a Mexican hat and an authentic sari. Planned activities include the celebration of a variety of seasonal, traditional and cultural events, such as spring, Chinese New Year, Easter and St George's Day. This supports children's learning by encouraging them to be observant and inquisitive. It also raises their interest in the world in which they live.

The childminder uses skilful questioning to help her to assess children's level of

understanding and identify future learning targets. For example, she asks children about shape and colour as they play. She uses mathematical language, such as 'high, long' and 'short', and encourages children to count and consider 'how many'. During imaginary play with a toy garage and cars, children are asked to count the cars, think about the colour and consider if they should go left or right and in which direction. This provides children with the opportunity to think for themselves, find solutions and solve simple problems as they play. It also helps the childminder to understand children's individual learning achievements and guide her planning to address any gaps. Children benefit because the teaching and learning taking place is spontaneous, relevant and meaningful.

When children begin to attend the setting they and their parents are provided with settling-in sessions. This helps the childminder to form relationships with parents and share information. It also supports the child to adjust to the change of environment and reduce anxiety. Good attention to assess each child's starting points provides the childminder with a firm base on which to build upon the child's prior learning experiences and help her plan for new ones. She introduces children to local playgroups and activities at the children's centre. This widens children's access to a broad range of resources, activities and experiences, and enables them to build relationships with others. Children regularly visit local parks, shops and the library so become familiar with amenities within the community. This strengthens their understanding of society and helps prepare them for transfer to other settings, such as school. Parents are provided with frequent written and verbal accounts of the progress their child is making. They have the opportunity to share in their child's learning journey and continue this at home. The childminder ensures she gives attention to tracking children's progress and development across all areas of learning. She is confident about focusing on supporting the youngest children in areas of personal, social and emotional development, physical development and communication and language. These form the basis for successful learning in other areas, helping children be well prepared for their transition into school.

There is a good balance of activities which are planned and delivered by the childminder and those which children confidently choose for themselves. This makes links in children's learning and enhances experiences so that children learn in different ways. Children enjoy being read to or using a book independently to relax in the well-equipped quiet area of the playroom. Some children are nearly word perfect with favourite stories, particularly when small toys are included in the story sack to help them recall events and characters. A collage activity aimed at helping children look closely and discuss the characteristics of their face involves many skills, for instance, matching, sorting and sticking. The activity is enhanced by the use of a mirror to help children decide what goes where as they make a paper plate face. Later a child makes a link in this area of learning by drawing body parts on a large sheet of paper, helping the childminder to evaluate their interest and understanding. Although there are some opportunities for children to experiment with writing, this is not yet fully explored in order to take place during a wide range of play experiences, including outdoors. This lessens opportunities for children to learn how to ascribe meanings to marks, share and record their ideas and make links between sounds and letters.

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

The childminder provides children with an extremely well-organised and very interesting environment. The resources are made easily accessible to children to develop their confidence and independence in making choices for themselves. Good use of labelling, with picture clues, helps children begin to understand that print carries meaning. This contributes to helping them care for their environment when they get involved in tidying up or finding their coat on the peg. Children mainly use the conservatory at the rear of the property. This provides good access to the outdoor play area where children participate in a wide and varied range of physical activities. Through the large windows, children have an excellent view of the animals. This includes the rabbit in his hutch, chickens in the pen and the visiting garden birds that use the inviting bird feeder. This means they can observe them closely throughout the year and learn about them on a regular basis.

Outdoors, a mostly good variety of equipment and activities support learning in the fresh air. For example, children climb and balance, grow and harvest fruit and vegetables, and play in the sand. They help to collect the chicken's eggs and are invited by the childminder to count how many and feel if they are still warm. When an egg is accidentally dropped and broken, the child quickly apologises to the childminder, showing concern and respect for her feelings. Children behave very well because they are busy, occupied and actively engaged in their learning. They show an understanding of sharing as they find a ball, one for themselves and one for the childminder. Children talk about what they like about spending time at the childminder's, which helps her learn about their preferences. They clearly enjoy being with the childminder and approach her easily. They are settled and happy as they enjoy a story in the quiet corner or get involved in more active pursuits, playing a game of run and chase outdoors. This demonstrates children feel happy, secure and safe.

Children are helped to understand about health and safety. For instance, they know to wash their hands before eating and regularly take part in practising the evacuation procedure. They learn skills of responsibility and independence, such as putting toys away, putting on their coats and removing outdoor shoes when indoors. This helps them work towards self-sufficiency and gain skills they will require as they enter the school setting. Parents are kept well informed and updated regarding their child's time at the setting. This helps to keep them involved and supports continuity and consistency of care and learning. Parents and the childminder share information on a regular basis, prioritising discussions around any potential medical needs to ensure children's continued good health, welfare and safety.

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

The childminder fully understands her responsibility to protect children from harm. She has in-depth written risk assessments in place that include the indoor and outdoor environments she provides for children, and visits and outings that take place. Daily checks are completed and the details are displayed alongside cleaning schedules. This information is shared with parents and keeps them informed of the measures she takes to

ensure children are provided with a safe and clean setting. The childminder is confident about signs and symptoms that would alert her to a child being at potential risk and she knows the action to take following her concerns. She is aware of the appropriate agency that has a statutory duty to investigate her concerns. The childminder has attended training in the safeguarding of children and holds a valid first aid qualification. This supports her knowledge, understanding and decision making in responding to children's welfare needs, accidents and injuries.

The childminder regularly meets with other childminders, helping her keep informed and updated about current childcare practice. She has links with the local school where she takes and collects older children, and with providers and professionals at local playgroups and children's centre. Minded children do not currently attend any other settings so the childminder has not had the opportunity to forge these links for younger children. She is, however, aware of the benefits of information sharing to support consistency and continuity of care and learning for children. Parents have good access to record keeping about their child's development and progress, and to written policies and procedures that support the operation and management of the setting. They also contribute their views and opinions towards the childminder's monitoring of the service she provides. Written comments provided at the inspection confirm their high levels of satisfaction.

The childminder is reflective about her provision. Since her last inspection she has conscientiously driven improvements forward by attending training, increasing her resources and equipment, and creating an indoor and outdoor environment conducive for children's learning. She has addressed areas for development identified at the last inspection well, and in doing so has improved children's safety and developed the ways in which she uses observation and assessment to guide her planning for children's learning. She has clear aspirations for the future of her provision led by a firm commitment to ensure the needs of the children are at the centre of any improvements she makes.

### **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>	EY373471
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	821330
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/01/2009
<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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