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| <b>Inspection date</b>   | 11/04/2013 |
| Previous inspection date | 31/03/2011 |

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|--|-------------------------|---|
| <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**

- The childminder teaches children through a varied and interesting range of activities that take place at the setting and at different venues within the community.
- All children, including those for whom English is an additional language, are very well-supported to form close attachments with the childminder. This gives them confidence to develop their language and communication skills.
- Children are skilfully supported to behave well and learn how to work and play harmoniously alongside each other. This helps prepare them for entry into the school environment.

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

- Opportunities for parents to continue their child's very good learning at home are, sometimes, inconsistent, which lessens how well they are involved.
- Information is not yet shared with all partners where children attend other settings. This affects the rapidly developing continuity and consistency of children's learning and development.

## 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 looked at records of children's care, learning and progress.
- The inspector spoke with the childminder throughout the inspection and observed her practice.
- The inspector looked at a sample of the childminder's written policies and procedures and other documentation.
- The inspector observed the childminder as she played with children, particularly during a small group activity using the wooden train track.
- The inspector spoke with minded children during the inspection and took into account written comments left by older children. In addition, the inspector considered the views of parents included in parents' feedback forms, used by the childminder as part of her evaluation of the service she provides.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

The childminder was registered in 2000. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in a house in Acomb, an area on the outskirts of York. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The family keep a dog, two cats, two rabbits and a bearded dragon as pets. The childminder attends toddler groups, childminding groups and activities at local children's centres with children. She takes children to visit the shops and park on a regular basis.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. Sometimes the childminder employs an assistant to work alongside her. Children who use English as an additional language are welcomed and supported. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a recognised level 3 childcare qualification.

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

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

- build upon the existing information available to parents to help them continue their child's learning at home
- strengthen the arrangements for sharing information with providers of all settings that children attend, in order to fully support their learning and development.

## Inspection judgements

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

Children are happy and confident at the setting and babies explore their environment with interest. This shows children feel safe and secure. They are motivated to learn because the childminder provides a varied range of activities. These take place within the setting and at different places, such as local playgroups and children's centres. This means children benefit from building relationships with other children and adults and exposure to a wide variety of resources and interesting learning experiences. It also helps to build children's confidence by attending other establishments, helping them prepare for future moves to other settings or school.

The childminder uses space within her setting very well. She organises the toys and resources effectively to support children's learning. For example, they have good access to books, construction equipment and writing materials. Storage of equipment is, mostly, at low level, helping children make independent choices and decisions. The childminder teaches children through a good mix of child-led or adult-initiated activities. This provides children with opportunity to learn in different ways. For instance, children work together to make sheep to contribute towards the seasonal spring display planned by the childminder or find toys and equipment themselves to use. The childminder sensitively intervenes to enhance children's learning by making suggestions or helping them find solutions to problems. For example, when children decide to fit the wooden train track together but experience difficulty making it fit on the table, she asks them to think about what they could do to resolve the problem. This helps children to 'work things out' and not give up, skills they will need for future learning.

Children make good progress because the childminder regularly observes each child. She makes assessments of their progress to help her identify their future learning needs. She shares this information well with parents on a daily basis. Sometimes, she provides in-depth information linked to her planning to help parents be more fully involved in shared learning experiences, but this fluctuates. This lessens how they are fully informed and can contribute successfully towards their child's learning and development. The childminder works conscientiously with children who use English as an additional language. She supports their understanding by clearly repeating words and regularly introducing new ones. She has learnt words in children's home language and is particularly responsive to non-verbal communication used by babies. This helps children feel like part of the setting and to develop confidence in developing language and vocabulary skills.

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

Children are very comfortable with the childminder and approach her easily. Warm and trusting relationships are clearly evident and the childminder knows each child very well. When children commence at the setting, they are invited to attend for settling-in sessions. This helps each child adjust to the change in environment and reduces anxiety and stress. It also provides the opportunity for parents to share information about their child, helping the childminder begin to make an assessment of each child's starting points. Babies thrive well because the childminder provides cuddles and responds promptly to their individual care needs. For instance, she knows when a baby needs feeding, a change of nappy or a sleep. She carries out all children's personal routines safely and hygienically to support their welfare and well-being.

The childminder understands how children develop and the extra support they need when, for example, they are learning to share and take turns. Children overcome these challenges by being provided with praise. For instance, they are told 'well done' and 'good sharing' by the childminder to congratulate their efforts. This helps to motivate them to repeat good behaviour and, in doing so, learn skills they will need when working and playing alongside other children. The childminder helps children develop skills they will

need when they transfer to school. For example, she encourages them to manage their clothing independently.

The childminder works closely with parents with regard to the provision of children's meals. She makes sure children have good access to drinks to prevent them becoming thirsty and the snacks she provides include healthy options. Children engage in regular physical exercise, indoors or outdoors, so they are learning about adopting a healthy lifestyle. The childminder has good ideas to develop the garden to include a vegetable patch, which will increase children's understanding of the food chain and the benefits of eating healthy produce they can grow and harvest themselves. Good links with local children's centres are established and children attend regularly. The childminder has increased the benefits for babies and children by negotiating to borrow additional toys and resources and have use of the children's centre's sensory room. As they regularly use different amenities within the community, including local play parks, children are developing an understanding of the society in which they live. They take part in activities to celebrate traditional and cultural festivals during the year. This includes Easter, Chinese New Year and Diwali. This helps them begin to learn about the wider world.

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

The childminder is clear about how she protects children from harm. She can identify the signs and symptoms of abuse and knows the appropriate action to take if she has any concerns about a child's welfare or well-being. She has updated her knowledge and understanding of safeguarding children by taking part in on-line training. Effective procedures are established to protect children. These include risk assessing the environment children use to ensure it is safe and having a clear system in place to use if an unfamiliar adult arrives to collect a child. The childminder and her assistant both hold a valid first aid qualification, which means they know what to do to deal with children's accidents or injuries.

The childminder is reflective about her practice. For example, since recently moving into the property, she has focussed on networking with other childminders and professionals within the area. This has increased the benefits for children by socialising with others and improved partnership working for the childminder. Partnership working with parents is good, she seeks their views and their written comments confirm their high levels of satisfaction regarding the service she provides. The childminder has links with most other settings that children attend in parallel with hers, but not all. This lessens continuity and consistency of care and learning for some children. Records also show that if parents have any concerns they raise with the childminder, she provides swift attention to ensure issues are quickly and effectively resolved.

The childminder understands her strengths and weaknesses and is proactive in addressing areas she feels need improving. For instance, she has attended training to develop her skills in communicating with children and forming secure attachments. She has improved her practice since the last inspection, particularly regarding children's health and safety.

She has a good knowledge of the revised Early Years Foundation Stage and uses written guidance available to her to check children's progress. This ensures they learn and develop at a rate typical to match their age and also identifies any gaps that suggest additional support is required or further challenge needed. The childminder has a clear vision for the future. This includes enhancement of her provision for children in the outdoor environment and developing her childcare knowledge by attending further professional training at a higher level.

### **The Childcare Register**

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|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | 321402      |
| <b>Local authority</b>             | York        |
| <b>Inspection number</b>           | 877075      |
| <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>      | 5           |
| <b>Number of children on roll</b>  | 5           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 31/03/2011  |
| <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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