

## Inspection date

Previous inspection date

07/05/2013

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

- Children feel safe and secure with the childminder because she provides a caring and calm environment. This enables them to relax, fully enjoy their learning and make good progress.
- The childminder has a good understanding of how to promote children's safety and well-being. Her home is clean and well maintained in all areas and any risks are minimised effectively, which means children are able to move about freely and safely.
- The childminder works closely with parents to ensure she is well informed about children's routines, interests and particular needs. This enables her to provide care that is consistent with their home life and parents' wishes.
- Children have good opportunities to play outdoors each day. As a result, they benefit from lots of fresh air and physical exercise, which helps to promote their good health.

### It is not yet outstanding because

- Children do not have a wide variety of opportunities to observe numbers in order to fully support their understanding of how to use them in different contexts.
- Children do not have consistently rich opportunities to enhance their understanding of the world around them or to understand how things change over time.

## 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 rooms and outdoor area.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day and from the written testimonials they had provided.

## Inspector

Diane Turner

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged nine years in the Acomb area of York. The whole ground floor of the house, the bathroom and two bedrooms on the first floor, and the garden are used for childminding purposes.

The childminder has an appropriate early years qualification at level 3. She attends activities at the local children's centre and visits the shops and park on a regular basis with children. She is able to collect children from the local school and pre-school. There are currently nine children on roll, seven 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 8am to 6pm, except for family holidays. She is a member of the local childminding group.

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

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

- extend the opportunities for children to see and use number in the outdoor environment, for example, by providing number labels, signs and posters for them to use in their play
- enhance the opportunities for children to observe how things change over time, for example, by enabling them to grow and care for plants.

## 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 children learn and develop. She provides them with a good balance of activities. These enable children to initiate their own play and learn through planned activities that are targeted at helping them to develop particular skills. As a result, children make good progress towards the early learning goals and are well prepared for their transition to school when the time comes. For example, to help children learn how scissors work, the childminder encourages them to make open and closed movements with their hand. She reinforces safety as she reminds them about keeping their fingers away from the blades. She then gives children lots of time and encouragement to make cuts and snips before they attempt to cut out pictures from a magazine. She extends the activity further by providing good opportunities for children to

develop confidence in speaking and listening. For instance, as they stick pictures of food they have cut out on a paper plate, she engages them in conversation. She encourages them to name the different items and to talk about what they like to eat.

The childminder provides a bright and stimulating environment for children to play and learn. There are a good range of toys and resources attractively set out in the lounge and they choose from these confidently. For instance, one child independently goes indoors to find a bag. She brings this back outside, and after confidently 'writing' a list of things she needs on a pad, she puts it in the bag and pretends to go shopping. This means children are able to follow their interests and successfully direct their own learning. Children have good opportunities to see how print has meaning, both indoors and outside, to support them in developing their literacy skills. For instance, toy boxes are labelled to help them identify the contents and their name is displayed above their coat peg. Words associated with sand play are attached to the fence outdoors. Posters linking to number rhymes are displayed at children's height indoors. However, children do not have similarly rich opportunities to see and use numbers in the outdoor area. This means their understanding of how these can be used in different contexts and in different environments is not fully supported. The childminder provides some opportunities for children to learn about living things. For example, she takes them to observe horses in a nearby field. However, they do not have many opportunities to take part in activities to extend their understanding of the world around them and living things, such as planting and growing activities. Consequently, 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 makes careful observations of children's learning and uses these to successfully monitor and assess their progress. This includes the statutory progress check at age two. She compiles a detailed learning record for each child from her findings. Parents share their children's achievements at home with the childminder, which means she has a full picture of their development. Consequently, she can make informed decisions about the next steps in their learning. The childminder is confident in her teaching and skilfully knows how to arouse children's interest. For example, she sits and quietly sings a song about a rainbow as she chalks a picture of this on the ground. The children watch and are intrigued to know what she is doing. As they join her, the childminder skilfully brings in discussion about the different colours she has used, and as a result, children are keen to draw their own rainbow. This very effectively enables them to be creative and develop skills in making marks. The childminder skilfully fits in with children's ideas without taking over. For instance, following on from playing in the water tray children decide they would like to wash the toy car. The childminder responds quickly to this by finding them small sponges to use and a step so they can reach to clean the roof of the car. This adds further excitement to children's learning and enables them to extend their imagination to their full potential.

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

The childminder gives high priority to making children's transition into her care a pleasant experience. She enables them to become familiar with their new environment through

settling-in visits and is meticulous in gathering as much information as she can about their individual needs. For example, parents are asked to complete a comprehensive 'all about me' form for their child. This includes questions about where they feel their child is in particular aspects of their development. Children develop very close bonds with the childminder and feel safe and secure in her care. Photographs of who attends are displayed, showing that every child is valued and included in the setting. Children leave their parents confidently on arrival and are keen to see their friends and join in with their play. Children have good opportunities to take part in learning experiences in the local community. For example, they regularly attend activities at the local childminding group and children's centre. This effectively enables them to develop confidence in interacting with adults and children outside their normal childcare setting. For instance, one child has developed a close friendship with a child who is cared for by another childminder and they regularly meet up at the park.

The childminder gives good attention to promoting children's good health. She ensures they benefit fully from lots of fresh air and exercise by enabling them to have free-flow access to the garden, where they can use a good range of equipment. This enables them to develop good physical skills. For example, they confidently climb the steps to the slide and learn to negotiate a pathway as they use wheeled toys. They confidently use spades as they dig in sand and pour from containers in the water tray. Children have good opportunities to learn about healthy eating. For instance, the childminder helps them to make a list of what fruit they would like to eat for their snack. This is then taken to the shop and the children help to find and pay for their chosen items.

The childminder acts as a very positive role model and she manages children's behaviour in a calm and sensitive manner. For example, when one child becomes a little over-excited as she plays in the sand, the childminder explains that if she throws this it may go in her friend's eyes. The child responds positively to this and makes a concerted effort to keep the sand in the tray. This shows that the child is supported well to understand the consequences of her actions. The childminder uses meaningful praise to acknowledge children's efforts and achievements. For example, she tells them they are doing 'a good job' as they wash the toy car. She further reinforces their efforts by taking a photograph of them involved in the activity to put in their learning record. This raises their confidence and self-esteem very effectively.

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

The childminder manages her service efficiently and gives high priority to safeguarding children. She keeps her home and garden secure and maintains a clear record of any visitors to the home. This ensures there is no unauthorised access to the premises. The childminder is confident in recognising the possible indicators of abuse or neglect, and she knows the procedures to follow should she have any concerns about a child's welfare. Risks are minimised effectively, which means children are kept safe at all times. Consequently, they can move about all areas of the home freely and decide where they want to play, either indoors or outside. The childminder establishes and maintains good communication with all parents. They receive copies of all her policies and procedures in

electronic form, which means they are fully informed of how the service operates. Information is shared very effectively on a daily basis through discussion, a notice board and individual communication diaries. Newsletters about forthcoming activities are also sent out each term. Parents are unanimous in their praise of the childminder. They are confident to seek her advice about childcare related issues and they make comments, such as they, 'could not ask for a better childminder'.

The childminder pays good attention to evaluating the quality of her service and promoting continuous improvement in order to enhance the outcomes for children's care and learning. For example, she attends further training to improve her knowledge and keep her practice up to date. A 'tracker sheet' is kept for each child to ensure they are making good progress in all areas of learning. This means that any gaps in the educational programmes can be addressed quickly. The childminder has made a number of improvements to her service since registration. For example, a safety surface has been added to the area in the garden where large play equipment is sited. This successfully minimises the risk of serious injury, should children fall when using the equipment. Parents and children are consulted on a regular basis, to ensure their views of the service are known and responded to. For example, the childminder has purchased a scooter to enhance the range of wheeled toys at their request to meet the play needs of older children. Children currently being cared for by the childminder do not attend any other settings. However, she is proactive in developing close links with other childcare providers in the local area. For example, a reciprocal arrangement is in place with an out of school club for the sharing of toys and resources, which enhances the play opportunities for children. The childminder has regular contact with other childminders and this provides opportunities to discuss good practice. As a result, at the suggestion of another childminder, she has rearranged the furniture in her lounge to provide more useable floor space for children to play.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY450417
<b>Local authority</b>	York
<b>Inspection number</b>	891452
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
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