

Inspection date

Previous inspection date

14/05/2013

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 develop warm relationships with the childminder. They show good levels of confidence, which enables them to explore their surroundings.
- Children are offered a good range of activities, including opportunities to take part in visits and outings. These capture their interests and enrich their experiences, which means that they make good progress in their learning and development.
- Children have good opportunities to develop their independence, particularly when choosing activities, which means that they are confident in their ability to do things for themselves and develop good levels of self-esteem.
- The childminder takes all necessary steps to effectively promote children's well-being. Consequently, they are confident, healthy, safe and happy in the childminder's care.

It is not yet outstanding because

- There is scope to enhance the good opportunities available in the outdoor play area for children to learn more about the natural world.
- There is scope to further develop the way children are able to share with the childminder how they are feeling.

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 activities and interaction between the childminder and the children in the playroom.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation, including children's learning profiles, policies and procedures and the self-evaluation form.
- The inspector acknowledged the views of the parents through written statements in children's learning records and completed questionnaires.

Inspector

Lindsay Dobson

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 husband and two children aged seven and five years in a house in Haxby on the outskirts of York. The whole of the ground floor of the home and the rear garden is used for childminding. The family has a bearded dragon as a pet. The childminder attends a childminding group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Sunday, except 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 outdoor learning environment further, so it is more imaginatively resourced to give children additional opportunities to investigate the natural world
- enhance the ways in which children can let others know how they are feeling, such as pegging their own photographs to a feelings tree or feelings faces on a washing line.

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 the Early Years Foundation Stage and of how children learn. She provides a stimulating environment in a dedicated playroom with a wide range of age-appropriate toys and resources, which maintain children's interests. The good range of resources keeps children motivated and they help themselves from the well-labelled, low-level storage boxes, promoting their independence. Through observing the children and talking to parents in their settling-in times, the childminder is able to gather valuable information to help her to understand children's starting points. This also supports her to settle children quickly and provides a smooth transition from home to the setting by ensuring continuity in their care. The childminder has developed effective systems to observe, assess and plan for children's learning needs. Using a monthly summary, the childminder identifies how she can progress children's learning based on

what she has observed. She shares these summaries with parents and they add their comments to enable them to be involved in their child's development. The childminder completes the progress check at age two years for children and shares this information with the parents, incorporating their thoughts. This further ensures that parents have a clear picture of their child's development and future learning needs.

Children have fun playing and learning in this welcoming and stimulating environment. The childminder gives priority to valuing children as individuals and ensures that she knows their individual needs, enabling her to provide tailored and well-planned care and learning. The childminder interacts very well with the children. She offers good support to them, following up on their individual interests well, in order to promote their learning through play. For example, on arrival, children immediately find their favourite game, building a person by adding parts of the body onto a potato to make a figure. The childminder demonstrates good quality teaching as she enhances all areas of learning through this activity with the children. She also pitches her teaching to meet the varying abilities of the children. The childminder talks to the more able children as they play, asking them to find additional body parts, such as, eyes, ears and nose. As they fix these to the potato, the childminder encourages the younger children to point to their own eyes and nose, successfully including them in the game. Language development is also supported as the childminder introduces new words to the children, such as 'tongue' and 'earrings'. Children's early communication is promoted well because the childminder constantly talks to them when engaging in their play. She introduces the younger children to new words, which link well to their actions. The childminder encourages younger children's babbling and acknowledges the first words they say. For example, she responds enthusiastically to the children when they make the 'brrrm brrrm' sounds as they push the cars along the floor and offers them lots of praise as they say their first words, such as 'daddy'. Early mathematical skills are developed as together, the childminder and children count the wheels on the cars and trucks they push to each other. Effective support in these areas, gives children the key skills that they require in readiness for entry to school when the time comes.

The childminder provides well for children's physical development. They play in her well-resourced garden with wheeled toys and on the trampoline. Sand and water play enhances learning opportunities in a fun and enjoyable way. However, there is further scope to develop this area as children have fewer opportunities to extend their knowledge of the natural world, for example, by investigating the effects of the wind. Visits to local parks and community groups further enhance children's physical skills as they use larger climbing and balancing equipment, while also developing their social skills and supporting them to make relationships with other adults and children. The childminder also supports children's understanding of the world by providing opportunities for them to learn about their own community and culture and about those of others in the wider world.

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

The childminder is caring, friendly and compassionate towards children's individual needs and circumstances. She liaises closely with parents to gain a good understanding of children's preferences and routines. This promotes a smooth transition into her home and

enables children to quickly develop strong bonds with the childminder and her family. Children receive a warm welcome on arrival and confidently enter the playroom already excited about what they will play with today. They confidently approach the inspector and are interested in what they are doing and why they are at the childminder's home. This shows that children feel safe and emotionally secure in the childminder's care.

Children are treated with great care and respect, and the childminder is a positive role model. She reinforces good behaviour by offering children lots of praise and encouragement, which successfully boosts their confidence and self-esteem. Consequently, children are polite, well behaved and helpful towards each other. The childminder meets the care needs of the children when they first begin attending and she responds sensitively if they are upset. However, there is scope to improve the way children can share their feelings, as they cannot always vocalise these, for example, by using a feelings tree or feelings faces on a washing line, so that they can make themselves understood more easily. The childminder makes sure that the premises are safe for the children attending. She talks to children about safety issues and shows them how to manage their own safety, such as keeping the playroom tidy and practising the emergency evacuation drill. This means that they begin to learn about risks and the importance of following safe practices.

The childminder supports and encourages children to be independent and to look after themselves. For example, children learn to wash their hands after toileting. This means that children are beginning to understand how to keep themselves healthy. Children are offered healthy snacks and meals by the childminder. She also works in partnership with those parents wanting to provide their own food for their children. The childminder ensures that children have free access to drinks throughout the day to ensure they remain hydrated. There are regular opportunities for outdoor play, coupled with the variety of trips out, which support children to have a positive attitude to exercise. This enables them to benefit from fresh air and further promotes their good health. The childminder's regular outings and visits to community groups and the local school, help children to develop confidence and independence in situations away from her home. This also helps children to prepare for a smooth transition to the local nursery and primary school.

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

The childminder demonstrates a good understanding of safeguarding children. She confidently identifies possible issues and is well aware of the procedures to follow in the event of a concern with regard to children's welfare. All required household members are suitably vetted and the childminder monitors, who has access to the children. The childminder completes risk assessments of the home, garden and outings, which ensure children are kept safe. She has implemented effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and well maintained. The childminder effectively monitors the delivery of the educational programmes within her setting and has clear procedures in place to observe, assess and monitor children's progress.

The childminder thoughtfully reflects upon all aspects of her provision, in order to plan continuous improvement in the experiences that she offers children. She is clear about her strengths and has identified additional training and the further development of her planning to fully maximise children's learning, as future areas to enhance. The childminder has effectively included the views of the parents in her evaluations of the setting. This adds to their involvement and commitment to supporting the childminder and their children. Parents' comments about the service are positive. For example, they comment that 'my children really enjoy going to the childminder', 'communication is very good' and 'I feel confident they are well looked after and developing new skills'.

Partnerships with parents are well established and given a high priority within the setting. The childminder regularly talks to parents about how their children have been while in her care and the activities they have taken part in. This, combined with regular access to their children's developmental records, means that they are kept well informed of their children's progress and well-being. The childminder has developed close links with the local school and nursery. This enables her to provide continuity in care and learning when required, although, she does not currently care for children, who attend another early years setting. The childminder works well with the children to enable them to develop their independence and manage their self-care skills. This helps in preparing them for school, which supports a smooth transition to the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY454370
Local authority	York
Inspection number	892916
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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