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| <b>Inspection date</b>   | 25/02/2013 |
| Previous inspection date | 07/02/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- Children's safety is compromised on outings because the childminder is caring for too many children to effectively manage their safety whilst crossing the roads.
- Children's progress is not accurately assessed; because the childminder does not use the information shared by parents, to form part of their base line assessment.
- The childminder does not consistently provide the correct tools during musical activities for children to fully experience things and have a go.

#### **It has the following strengths**

- Young children and babies are appropriately supported through a balance of adult-led and child-initiated play. As a result, they happily explore their environment and remain engaged in play for a period of time.
- Children have formed strong bonds with the childminder, because the settling-in procedures clearly show children's personal details to help them to settle quickly.

## 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 explained the process of the inspection including the provider's compliance with the requirements for registration.
- The inspector observed activities in the living room and large kitchen. The inspector checked the bedroom where children sleep and the garden.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked the training certificates of the childminder and also her self-evaluation.

## Inspector

Thecla Grant

## Full Report

### Information about the setting

The childminder was registered in 2011 and 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 the Tollerton area of York. The whole of the ground floor and one bedroom on the first floor and the rear garden are used for childminding. The family has a rabbit and goldfish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park and the farm on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll who are in the early years age group and attend for a variety of sessions. She operates all year round from 7.15am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- assess the risks or hazards that may arise whilst on outings, by considering the adult to child ratios and the impact on children's safety whilst crossing the roads
- respond to observations that parents and carers share about their children's learning and development, by using them to form their starting points

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

- reflect further in practice how to make resources relevant to children's interests, by providing tools to encourage them to explore and discover new things.

## Inspection judgements

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

Young children and babies are well supported through a balance of adult-led and child-initiated play. For example, they happily engage in play with the musical instruments provided and confidently explore their environment. However, the childminder does not always use the correct tools to allow children to experience things. For example, she used

the handle of the maracas to show young children how to play the xylophone. As a result, they were unable to hold the tool effectively and lost interest. Babies use their senses to explore the world around them. They show particular interest in the tree and sheep from the farm and eagerly explore them with their mouth. As a result, they remain engaged in their play and motivated to learn.

Children thoroughly enjoy listening to the nursery songs and 'bop' up and down to the sound. The more engrossed they become in shaking the bells the more vocal they become saying 'ma, ma, ma.' The childminder further develops their speaking by repeating what she hears. This results in the children's confidence growing and they repeat their sounds more excitedly. As a result, children's communication and language is supported well.

Children are progressing generally well in their development and learning because the childminder monitors their progress well and highlights where they are in their development. She also uses ongoing assessments after children start, to observe and assess them and to plan for their next steps. As a result, children's two-year progress report is concise, and the robust monitoring tool clearly shows any gaps in their learning.

Parents are appropriately included in their children's learning. For example, they use the daily diary to share information about their children's interest at home and share any development issues they may have. The childminder also uses the daily diary to share information about activities that their children have enjoyed to guide them in their children's learning at home. However, information that parents share about their children when they first start to attend is not used to form their starting points on which to base initial planning and next steps of learning.

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

Young children and babies demonstrate that they feel safe in the childminding provision. For example, they confidently leave the childminder's side to explore their environment and quickly fall asleep when they are tired. Older children who attend learn about road safety from the picture displayed on the door, and through regular practice of the emergency procedures. However, evidence in leadership and management regarding keeping children safe, negatively impacts on children's safety in practise, whilst on outings. Children's physical development is supported well through the provision of equipment and furniture. For example, young children begin to pull themselves up to a standing position by use of child size furniture. Babies are also encouraged to sit unaided and happily do so for a period of time before they fall over. The childminder also takes the younger children to visit the pre-school with the older children. This is to develop their confidence for when they start to attend.

Children's health is promoted through meals provided by their parents. These meals are organised so that young children and babies eat separately. As a result, children feel secure and are developing close bonds with the childminder. Children are also learning about their day because of the well-developed routine. This helps children to know what comes next and know how to behave whilst at the childminding provision.

There is a free-flow of information between the parents and the childminder. This is because the settling-in routine is clearly understood by them. As a result, parents share information about their children's likes, dislikes and comfort items to help the childminder to care for their children effectively. This means that the childminder is developing a good working relationship with the parents.

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

This inspection was brought forward because of concerns raised with regard to risk assessments on outings. At the inspection the childminder explained her risk assessment. For example, she uses a walking rope for the children who can walk and has a double buggy for children who cannot. The childminder also looks for the safest place for the children to cross the road. However, the village has no road safety equipment in place. This means that there are no zebra or pelican crossings or pavements in places. The childminder is caring for five children under the age of five, and has not fully considered the adult to child ratio and risks when taking children out on her own. As a result, she is unable to effectively manage their safety whilst walking and crossing the roads. This is also a breach of the Childcare Register, to keep children safe from harm.

The childminder carries out an effective risk assesses of her home environment. She has also attended training in safeguarding children and has devised a policy relating to this. This means that the childminder has a good understanding of the signs and symptoms of abuse. She also knows who to refer any concerns to. As a result, children are safe and protected whilst in the childminder's home.

The childminder has a sound understanding of the educational programme and how to promote children's learning. She has good systems in place to monitor children's development and plans appropriately for their learning. The childminder has devised an improvement plan to evaluate her provision. This includes what she wants to do and the date she has achieved it. Parent's views are also included through parent questionnaires. As a result, the childminder has set targets for improvement. For example, she intends to attend more training. The childminder has developed links with various professionals, such as the pre-school, and links in to their planning to support children's continuous learning.

The childminder is committed to keeping abreast of the various developments in childcare. As a result, she has attended training courses and workshops to support her professional development. She has also attended training in first aid, therefore, children are suitably cared for if they have an accident or become ill.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

## 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>     | EY432042        |
| <b>Local authority</b>             | North Yorkshire |
| <b>Inspection number</b>           | 902317          |
| <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> | 07/02/2012      |
| <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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