

Inspection date

10/06/2013

Previous inspection date

16/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 provides a welcoming and safe environment, which results in children feeling secure. She demonstrates a very positive attitude to including all children and effectively meeting their individual needs.
- The childminder provides a wide range of experiences within her home, at different groups and with visits to places of interest. This results in children having many opportunities to make good progress in their learning and development.
- Children's physical development is effectively promoted through a variety of planned and spontaneous activities. They access an interesting range of resources, which enable them to practice and enhance their climbing and balancing skills.

It is not yet outstanding because

- There is scope to further engage parents in the ongoing observation and assessment process, to enable the childminder to precisely monitor and reflect in her planning all of the achievements children make at home.
- Opportunities for children to recognise and use numbers when playing outside have not been fully utilised in order to maximise on their understanding of simple mathematics.

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 in the childminder's kitchen, play room and garden.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a range of policies and procedures.
- The inspector held discussions with the childminder and observed her interaction with the children.
- The inspector carried out a joint observation with the childminder.

Inspector

Cathryn Parry

Full Report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bradley, West Yorkshire. Although her two adult children do not live with the childminder and her husband, they visit regularly. The whole of the ground floor, two bedrooms and bathroom on the first floor and the rear garden are used for childminding. The family has three cats, two rabbits and three fish as pets.

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

There are currently 17 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for three and four-year-old children. She operates all year round from 7.30am 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:

- improve opportunities for parents to be involved in the ongoing observation and assessment process by encouraging them to share what they know about their child's learning at home, so that a complete picture of all children's achievements is gained, monitored and planned for
- develop further numbers resources in the outdoor area, for instance, by providing number labels to enhance opportunities for children to recognise numerals.

Inspection judgements

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

The childminder has a clear knowledge of the prime and specific areas of learning to effectively support all children's development. Written observations of children are recorded in their daily diaries and profile folders. This information is successfully used to plan a wide range of learning activities, both for inside and outside. An effective induction

procedure includes the childminder discussing children's starting points with parents. Consequently, she is able to provide experiences which offer appropriate challenge to children and build on what they already know. However, parents are not always encouraged to contribute to their child's learning records by sharing details of what their child does at home. This hinders the childminder from gaining a full picture of all a child's achievements and impacts on her ability to precisely monitor their progress and enhance future plans.

The childminder interacts well with all children. She effectively uses tone, intonation and facial expressions when talking to younger children to promote their developing communication skills. The childminder is animated as she shares books with children, which captures their interest and encourages them to have a love of reading. She complements this with regular visits to the library. A variety of experiences are provided to enhance children's understanding of the wider community. These include playing with small world figures, showing different cultures and positive images of people with disabilities. This has a positive impact on raising children's understanding of the similarities and differences between themselves and others. The childminder effectively supports children as they complete jigsaws, compare shapes and weigh ingredients for baking. This promotes children's mathematical thinking well. Children benefit from using numbers in a water tray outside, although, there are few other resources in the garden to promote and further enhance children's interest and understanding of numbers. As a result, there is room to enhance this aspect of their learning. Children's creativity is supported well through good access to a range of role play equipment, construction toys and craft materials.

The childminder has developed good relationships with parents. She ensures they are fully informed of the activities their children have enjoyed and the progress they are making. She encourages them to be involved in their children's learning at home, for instance, by sharing activity sacks with them and providing them with a copy of the 'Development matters in the Early Years Foundation Stage' guidance document. This raises parents understanding of the areas of learning and how to support their children as they progress towards the early learning goals.

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

An effective induction includes visits with parents to make the move from home to the childminder's home an easier experience for children. The childminder helps children to become familiar with the setting and to feel confident and safe within it. They have close, warm and supportive relationships with the childminder. Consequently, they develop strong bonds and show a strong sense of belonging. The childminder prepares the children well for the move from her childminding environment to somewhere new, such as nursery or school. She takes them for visits including, sports days and concerts, and talks to them about the exciting things they will do and the new friends they will make. This is conducive to a smooth transition. The childminder is patient and has realistic expectations of children, resulting in them behaving well. She encourages children to discuss how they

feel, which nurtures their understanding of others needs and feelings. The childminder has a designated play room which houses a range of resources. These are stored at the children's height to promote free choice and independence well.

Children's knowledge about personal safety is encouraged by gentle reminders from the childminder to be careful when using the steps, road safety activities and regular evacuation drills. This positively contributes to children developing a sense of danger and how to keep themselves safe. Well-planned outings ensure children have good opportunities for large physical play to encourage and embed their physical skills. The childminder effectively nurtures children's knowledge of healthy food options. This is encouraged through a variety of well-supported activities, such as growing vegetables and discussing where different foods come from. She regularly fosters good lifestyle habits and raises children awareness of the benefits of exercise, healthy eating and cleanliness. This better equips them to manage their own basic hygiene and personal skills successfully.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. She reflects on the educational programmes she delivers and monitors their effectiveness in relation to children making progress in their learning and development. The childminder has a clear understanding of safeguarding issues and procedures and is confident to act accordingly. This ensures children are well protected. She uses risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Consequently, the chance of accidents occurring is reduced significantly.

The childminder embraces any relevant training opportunities to develop her knowledge and skills in all areas of child development, demonstrating her continual desire to improve. She demonstrates a good understanding of the importance of partnerships with other professionals. This enables her to enhance opportunities for individual children's learning and development. She has established strong links with the local school, including becoming a school governor. This has a positive impact on the care and education she provides for children attending both settings. The childminder works well with parents to ensure she adapts the care and support she provides in response to changing home circumstances. This has a favourable impact on continuity of care, learning and development.

The childminder is very motivated, has high aspirations for her childminding practice and strives to achieve the best outcomes for all children. She regularly evaluates her practice and is committed to improving the provision even further. Feedback from parents and children enables the childminder to tailor the service provided to those currently attending. This is further supported with input from an early years advisor from the local authority. Improvements have been made since the last inspection, which has resulted in the childminder demonstrating a good understanding of safeguarding issues to better protect

children.

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

Unique reference number	401124
Local authority	North Yorkshire
Inspection number	868923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	16/10/2008
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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