

<b>Inspection date</b>	17/06/2013
Previous inspection date	30/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

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

### **This provision is satisfactory**

- The childminder provides children with warmth, reassurance and praise. This enables them to feel happy, secure and comfortable in her care.
- A satisfactory range of activities, both indoors and outdoors, are provided for children, which supports them to make steady progress in their learning and development.
- Children regularly visit local parks and groups where they enjoy exercise and fresh air, which promotes their physical skills and well-being.

### **It is not yet good because**

- Information gathered from observations of children's learning is not used regularly to precisely assess their progress and to consistently plan sufficiently challenging next steps in all areas of their learning.
- The childminder does not have a procedure regarding the use of mobile phones and cameras in the setting to fully promote children's safety.
- The childminder has not fully considered further ways to encourage parents to contribute more to their children's learning and development by sharing more information about their children's achievements at home.
- The childminder's self-evaluation is not fully effective as it lacks rigour and fails to routinely take account of the views of parents and children.

## 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 living room.
- The inspector spoke to the childminder at appropriate times while observing the activities.
- The inspector looked at a sample of children's learning journals, children's records and policies and procedures.
- The inspector took account of parents' views by reading a selection of letters and cards from parents.

## Inspector

Sandra Williams

## **Full Report**

### **Information about the setting**

The childminder was registered in 1994. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 27 years in a house in Ingleton, North Yorkshire. The whole of the childminder's house is used for childminding apart from the bedrooms. The enclosed rear garden is used for outdoor play. The childminder attends toddler groups and visits the nearby library, shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll in the early years age group who attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.15pm, Monday to Friday. The childminder is a member of the Professional Association for Childcare and Early Years and holds a National Vocational Qualification at Level 2 in Childcare.

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

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

- undertake more regular and precise observations and assessments of children's learning and development to assess more accurately their progress. Use this information to consistently plan sufficiently challenging activities to fully support their next steps in all areas of their learning
- review the safeguarding policy and procedure to ensure it covers the procedure regarding the use of mobile phones and cameras in the setting.

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

- devise further ways to encourage parents to share more information about their children's achievements at home, in order to fully build a complete picture of children's learning and development in all aspects of their lives
- build on self-evaluation by including the views of parents and children to further clarify and identify strengths and areas for improvement, in order to fully enhance the provision for children's learning and development.

## Inspection judgements

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

The childminder is developing her understanding and knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. When children first attend the setting, the childminder gathers appropriate verbal and written information about them from their parents. This exchange of information helps the childminder in her initial assessment of the children's developmental stages. She has a satisfactory understanding of child development and has started to track children's progress using the guidance document, *Development Matters in the Early Years Foundation Stage*. She observes the children's progress in the form of written material and photographs. The observation and assessment process is in its early stages and is not yet undertaken regularly or precisely enough. This means that the childminder does not always have detailed and up-to-date information about what children can do in order to accurately plan challenging activities to fully support their next steps in all areas of their learning. As a result, children's progress is satisfactory, rather than good. The childminder has daily discussions with parents about their children's routines and what activities they have been involved in while in her care. However, ways to encourage parents to share more information about their children's achievements at home have not been fully explored by the childminder. This means that their knowledge of the children's development is not used to contribute to the overall assessment of children's abilities. The childminder is aware of the requirement to undertake progress checks at age two years and is developing her knowledge of this to ensure that it is completed when appropriate.

The childminder selects play resources that the children are interested in and she ensures that children can independently access them. Children enjoy choosing their favourite books from the book shelves and sit with the childminder who reads them stories. The children develop an interest in books by visiting the library to enjoy story time and choose books to read. Children show enthusiasm for learning as they play a picture lotto game with the childminder. She encourages their language skills as she asks them to name objects in the pictures. They learn to match the pictures on the cards with the corresponding pictures on the boards. Children also enjoy playing with a monkey puppet. They talk to it and name the features on its face, such as 'two eyes', 'two ears' and 'a tongue.'

Children also enjoy making marks by drawing with a variety of pencils and crayons. These activities provide satisfactory opportunities for children to develop their early literacy skills. Children enjoy playing board games that involve them counting the dots on the dice and counting the squares on the board. They also learn about volume and measure as they play with the sand and water. These activities help children to develop their early numeracy skills. Children develop appropriate social skills and form positive relationships with other children as they visit toddler groups and play centres with the childminder. The activities provided by the childminder satisfactorily support children in their preparation for their move to school.

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

The childminder provides a homely and relaxed environment where children's emotional well-being is appropriately supported. She is nurturing and warm and the children feel comfortable with her as they enjoy cuddles and snuggle in while listening to stories or playing games. She sensitively helps children to settle by working closely with parents and making sure the children's routines are carefully followed. The childminder makes available activities, that she knows the children enjoy, to help them feel relaxed and comfortable in their surroundings.

Children freely express their needs and the childminder responds to them appropriately. For example, they let the childminder know when they want to use the toilet or select different games and books. This shows they are forming positive and trusting relationships with the childminder and they are comfortable and confident in her care. Children receive praise and encouragement for their efforts and respond positively to the attention and affection they receive. This fosters their confidence and self-esteem.

Children are encouraged to have an active lifestyle as they play in the garden and are taken on regular walks and outings to the local parks. This adequately supports their physical development and good health. Children's behaviour shows that they feel safe with the childminder. She provides appropriate opportunities for children to learn about safety by teaching them about road safety and by undertaking fire evacuation practices regularly. The childminder helps children to develop an awareness of healthy lifestyles throughout their daily routines. They enjoy healthy food and drinks. She teaches them to develop their self-care skills, such as washing their hands before eating and after using the toilet. Children learn about acceptable behaviour, such as, taking turns and sharing toys with other children, when they visit the local children's groups. These skills help children to interact positively with others and begin to develop appropriate social skills and relationships. This prepares them adequately for the next stage in their learning, such as moving on to nursery or school.

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

The childminder has a satisfactory knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. A selection of policies, which she shares with parents, generally, outline the procedures that she follows to keep children in her care safe. The childminder has completed safeguarding training and has a clear knowledge of current safeguarding procedures to follow should she have concerns about children's safety. However, her safeguarding policy does not include a procedure for the use of mobile phones and cameras in her setting. As a result, her current procedures do not fully meet the safeguarding requirements for keeping children safe while in her care. The childminder holds a current first aid certificate, so that any accidents are dealt with effectively. She ensures that children are supervised at all times and the thorough risk assessments in place help to protect children's safety, both in the home and on outings.

The childminder is developing a satisfactory understanding of the learning and development requirements. She has started to observe and assess children's learning and development. However, this is in its early stages and the assessment process is not yet fully embedded to ensure precise planning for children's next steps in all areas of their learning.

Relationships with parents are positive and parents' comment favourably about the service the childminder provides. Information about the children's care and learning is shared verbally as well as through the learning journals and daily diaries. The childminder works closely with schools and pre-schools and ensures an appropriate two-way flow of information exists to adequately support children's learning in a consistent way. The childminder evaluate her practice, however, this is not sufficiently thorough and does not take account of parents and children's views. As a result, she has not fully prioritised and identified areas for further improvement in order to enhance the provision for children's learning and development.

### **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

<b>Unique reference number</b>	400899
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	819244
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/04/2009
<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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