

Inspection date	04/07/2013
Previous inspection date	06/11/2012

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 makes regular observations of the children to assess what they enjoy and achieve in order to take them forward in their learning. This results in the children making expected ongoing progress relevant to their individual needs and abilities.
- The children are happy and engaged and have formed close relationships with the childminder because she is sensitive to their individual needs. This results in children being settled and secure.
- The childminder positively promotes children's personal, social and emotional development; communication, language and physical development. Consequently, children are confident in what they do.
- Children access a good selection of resources, equipment and visit local facilities. As a result, children are motivated and engaged in their play and learning experiences.

It is not yet outstanding because

- The opportunity to build on the positive working partnership with parents is not always fully explored, to extend their contribution to their children's learning in sharing what they enjoy and do at home.

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 with the childminder and children and held discussions with them throughout the inspection.
- The inspector looked at relevant records, policies, procedures, risk assessments and the childminder's self-evaluation.
- The inspector looked at the children's learning journals and parental consent records.
- The inspector took account of parents' views as they were spoken to on the day.

Inspector

Christine Tipple

Full Report

Information about the setting

The childminder was registered originally in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband on the north side of the town of Scarborough in North Yorkshire. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a rear garden area for outside play. The family have a dog.

The childminder visits the shops and park on a regular basis. She collects children from the local school. There are currently 10 children on roll, of these four are in the early years age group and all attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, 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:

- extend children's ongoing learning experiences, by encouraging parents to share more about what their children enjoy and do at home.

Inspection judgements

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

The childminder seeks information from parents about their children's needs, interests and routines. This is used to support the childminder in how she assesses children's starting points and to provide activities that enable them to settle in. The childminder makes observations of the children and this assists her to assess their achievements and identify areas to take forward to support them to progress in their learning. As a result, children make expected ongoing progress relevant to their needs and abilities. The childminder keeps the children's assessments in their learning journal and these are accessible to parents. However, the opportunity to build on the positive working partnership with parents is not fully explored. This means their contribution to their children's learning, by sharing what their children enjoy and do at home, is not always extended as well as possible.

Children enjoy playing outside in the garden where they access the climbing frame and go down the slide. The trampoline causes lots of giggling as children bounce up and down. This fosters children's physical skills and enjoyment through their play. The selection of role play resources offers children different experiences, such as being a fire or police

person or making cups of tea in the play kitchen. Children regularly use the small world activities to act out their own ideas, because they are motivated and interested in what they do. These activities extend children's growing imagination very well. The childminder supports children's communication and language by encouraging them, through conversations and relevant questioning, to talk about what they are doing and why. She repeats words and sounds with the younger children to effectively support and develop their language skills. Children use building bricks to make models with and the childminder supports them to recognise the different colours and to count how many. The children take part in action songs using numbers; they assemble different jigsaws and weigh out ingredients for baking. These all contribute effectively to children's early understanding of mathematics.

The childminder provides a wide selection of books; these include stories that support children at different times, such as when they feel unhappy or going into hospital. This is managed sensitively by the childminder in her support for their personal and emotional needs. Children enjoy the chalk board where they make different marks. They paint and use various materials to make collages or models with. This enables them to explore different media and develop their creative ideas. The children visit the park and use various tools and equipment in support of their physical development, to extend their skills and confidence to take on different challenges. The children plant flowers and help to look after these and watch them grow. Children are interested in all things about dinosaurs, which are a favourite. This develops children's awareness of nature and the changes that occur. Children are well supported in their personal social and emotional; communication, language and physical development. This prepares them well to move towards the next steps in their learning, including school.

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

The children are happy and engaged and have formed close relationships with the childminder. She is responsive to their individual needs and provides a caring and supportive environment for them. As a result, children are settled and develop their growing confidence and independence. Time is provided for settling in as agreed with parents so they are secure with the arrangements and provision for their children. This enables a smooth transition into the childminder's care from home. She continues to seek parent's views in relation to their children's changing needs and interests. Children use the space both inside and outside well and this is supported with a good selection of resources and equipment. Children make choices in what they do and access these from the various boxes displayed. This results in supporting their ongoing interests, decision making and independence.

The childminder has a consistent and caring approach to behaviour management. She offers children positive praise and support and values their achievements. The children contribute to the house rules, to share, take turns and be aware of others. Consequently, they feel self-assured in what they do. Information is shared with parents about the care

of children when ill, to support the childminder in minimising cross-infection. Children are confident in the routines around hand washing and the importance of this. The childminder provides children with daily snacks that offer a balance of healthy choices for them. Drinks provided are mainly water and milk and these are readily accessible, particularly when the weather is warm, to ensure children have regular fluids. Parents provide their children with a packed lunch.

The childminder reminds the children of the importance of keeping safe. This includes discussions about stranger danger and when they access tools and equipment. The children know to use the pelican crossing or to look out for the 'lollipop person' when crossing the road. This effectively promotes children's understanding of keeping safe in different situations. The childminder has established good partnerships with the school in support of consistency of care and the sharing of relevant information. This also aids smooth transitions to school.

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

The childminder uses the guidance document, Development matters in the Early Years Foundation Stage. This supports her to identify what stage children have reached in their development and to monitor the learning taking place. This enables the childminder to provide relevant challenges and support for individual children's progress, as identified at the last inspection. The childminder has completed her self-evaluation to identify where she needs to develop her skills and knowledge. This includes discussions with parents and the children's comments, through what they enjoy and do. The childminder has identified her training needs for the future and to seek support as required from the local authority advisor.

Arrangements for safeguarding children are good. The younger children are supervised by the childminder when playing in the rear garden. Older children, with parental written permission, play at the front of the house and are within sight and sound of the childminder. These activities are risk assessed and reviewed by the childminder, along with other activities, and any other identified hazards children may come into contact with. The childminder has a safeguarding policy and is fully informed of the procedures to follow if she had concerns about a child's well-being and who to contact. This includes arrangements with other professionals if additional support is required for a child.

Partnerships with parents are good. Daily contact with the childminder provides a consistent sharing of information in support of their children and this is valued by them. Parents sign to confirm they have read the childminder's policies and procedures. They are kept up-to-date with their children's progress and the activities they take part in. Feedback from parents is complimentary about the positive level of care and support provided for their children. They comment on how much their children enjoy going to the childminder's home and how upset they are when they don't attend. This enables parents to be secure that their children are settled and happy. The childminder understands the importance of

working with others involved with the care of the children, if required.

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	401345
Local authority	North Yorkshire
Inspection number	924404
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	06/11/2012
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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