

Inspection date	05/08/2013
Previous inspection date	25/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 children, to assess what they enjoy and their achievements. This is effective in identifying their next steps to take forward and results in children making ongoing progress relevant to their starting points.
- Children are happy and secure and have close relationships with the childminder. Their personal, social and emotional, communication, language and physical development are effectively promoted, to fully support them as they move forward in their learning.
- Children access a good selection of resources and equipment. This enables them to be motivated and actively engaged in their play and learning.
- Positive partnerships are established with parents, the school and other early years providers by the childminder. This results in an effective shared approach, which supports children's changing needs and their ongoing learning and development.

It is not yet outstanding because

- Opportunities for the younger children to explore more sensory and natural resources are not fully extended by the childminder, to further enrich their experiences through their play.
- There is scope to extend the information for parents about the food provided for their children; so they can use this to complement their children's healthy diet, such as menus and sharing of recipes.

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 spoke with the childminder and children throughout the inspection.
- The inspector looked at relevant records, policies, procedures and all risk assessments.
- The inspector looked at children's learning journey files and the childminder's planning and self-evaluation.
- The inspector took account of parent's views through written information provided.

Inspector

Christine Tipple

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in the village of Tollerton near York. The whole of the ground floor and a bedroom on the first floor are used for childminding. There is an area at the side of the property and a garden at the front used for outside play. The family has a rabbit and goldfish as pets.

The childminder attends local community activities and visits the shops and park on a regular basis. She takes and collects children from the local school bus stop and pre-school. There are currently seven children on roll of whom, five are in the early years age group and all attend for a variety of sessions. The childminder has a level 2 qualification and she supports children for whom English is an additional language. 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 further improve the quality of the early years provision the provider should:

- extend opportunities for younger children to further enhance their sensory experiences, by exploring different textures and more natural resources to further enrich their daily play.
- review the sharing of information of the food provided for children with parents, so this can be used to complement what is offered at home. For example, by sharing recipes or menus, to further enhance children's healthy diet.

Inspection judgements

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

Children's needs, routines and interests are sought from parents by the childminder to support her in identifying their individual starting points. This assists her to offer relevant resources and activities that support their interests and to plan their ongoing development. The childminder regularly observes and assesses children and these are recorded in their individual learning journey files supported with photographs of them at their activities. This provides the childminder with detailed information about each child, in

order for her to identify their next steps to be taken forward in the planning. This results in children making consistent ongoing progress relevant to their starting points. Children's individual learning journey files and daily diaries are accessible to parents. This enables them to discuss what their children do, the learning that takes place and their progress. The feedback forms provide opportunities for parents to share what their children enjoy and do at home, to support a positive shared approach to their children's learning.

Children happily engage in the activities provided. A younger child gets the pram and doll and starts to push the pram along moving it forwards and backwards. The peek-a-boo game causes much giggling and excitement, which results in a cuddle and quiet moment with the childminder. This effectively supports children's self-assurance and security in their relationship with the childminder. Children enjoy the range of role play opportunities, to dress up, make food in the play kitchen or to use the large cardboard boxes to be whatever their imagination wants these to be, such as a den or a boat. The small world resources offer different experiences for children, such as making a hospital or moving furniture and figures in the doll's house. These activities fully enhance and develop children's own ideas and imagination very well. They have lots of opportunities to be creative through the different materials and media provided. They enjoy using their feet, hands and different leaves and flowers to paint and make prints. The use of clay to make models with and visits to the local pottery extend and develop children's experiences and skills very effectively. However, opportunities for younger children to further explore different sensory and tactile materials through more natural resources, such as treasure baskets, are not fully extended by the childminder. Consequently, their experiences are not as rich as possible.

The childminder communicates effectively with children, to engage them in their play experiences. She skilfully repeats words and sounds to enable younger children to respond in their own way, to support their early communication and language development very well. For children, whose home language is other than English, the childminder uses some dual language words to support children's understanding. This is further enhanced with various visual displays that promote an inclusive approach, so all children take part and are actively involved in their learning. Various resources support children in their early mark making, such as wet and dry sand and chalk boards. The childminder provides different games that encourage children's use of numbers, such as a dice to count how many spaces to move. The access to water play enables them to pour and fill containers and to use the weighing scales when baking. These all contribute to the development of their mathematical skills through everyday activities.

Children enjoy singing nursery rhymes and songs and use a variety of different musical instruments together. The books are readily available for children to pick up and read on their own or with the childminder. Children access different props to enhance their story telling and develop their ideas on how the story progresses. Activities in the community and at the childminder's provide good opportunities for children to be active and have fresh air. They access a variety of equipment to support their physical skills, such as, tools to cut and shape with, ball games and regular visits to the park for more physical challenges. These ensure children have a full range of experiences that develop their skills very effectively. They visit a farm, where children feed the new lambs and wait eagerly for the piglets to be born. The local shop enables children to see different foods that are

sourced locally. They visit the doctor's surgery, where they use the stethoscope to listen to their heart beating. These actively foster children's awareness about nature and their own bodies. The positive care and support provided by the childminder to develop children's learning enables them to be confident as they move onto the next stage in their learning.

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

The childminder provides daily snacks and meals for children, which are recorded in their diaries for parents. These offer a healthy selection and reflect seasonal fruit and vegetables. However, the information shared with parents about the food provided is not fully explored by the childminder. For example, she does not share menus and recipes, to complement and further support a shared approach to children's healthy diet. Drinks are provided through the day to ensure children have regular fluids, particularly in hot weather. Children follow good hygiene routines, such as washing their hands and know why this is important. Other details of the care of children when ill is shared with parents to support the childminder in reducing cross infection. Children's behaviour is managed sensitively by the childminder. The childminder explains why behaviour is not appropriate, so children learn from this in how to behave and manage situations for themselves, to positively promote their self-assurance.

All children help to tidy up to make sure the areas used are safe to play. They learn to be aware of their surroundings and help prevent accidents happening. Road safety is discussed with children on a daily basis as they walk to and from the pre-school and school bus stop. This includes the use of the walking rope and the wearing of high visibility jackets, to reinforce the importance of keeping safe when outside. Children have access to a wide selection of resources and equipment that offer them choices in what they do. These fully support their interests and ongoing learning needs effectively both inside and outside.

Children are happy and settled with the childminder because she is sensitive to their individual needs and provides a caring environment for them. This results in children feeling secure, which fully supports their growing confidence and independence. This is effective in ensuring the transition from home to the childminder's is successful. The childminder has good working partnerships with other early years settings in support of the children's transitions, particularly the school. This is further promoted through the sharing of information to support and complement what children do in their activities and learning.

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

The childminder has informed policies and procedures in place and these are reviewed and changes made accordingly, so they remain up to date. She has attended safeguarding training to ensure she remains secure in her understanding of protecting children and reporting concerns. This includes arrangements with other agencies and professionals if

additional support is required for a child. The risk assessments are comprehensive and include a detailed plan of the route taken with children to the pre-school and school bus stop. Other safety measures are implemented as assessed by the childminder. This includes a stair gate placed at the bottom of the stairs and additional safety supervision procedures and parental consent for their children to use the trampoline in the garden.

The childminder monitors children's progress through the introduction of the on track form that provides a clear picture of all the areas of learning for each child and how they have developed. This assists her to identify where children require further support or challenges more effectively. The childminder has undertaken self-evaluation in support of her own personal development. This takes account of parent's views both verbally and through questionnaires and feedback from the local authority development worker. Listening to children and through the observations of what they enjoy and do, these all contribute to how the childminder improves her ongoing practice. This has resulted in changes made to how she observes and assess children's development to better inform her planning. The childminder has taken steps to extend her current childcare qualifications. She has completed all actions and recommendations made at the last inspection. This ensures that her practice and provision continues to meet all requirements. This approach supports the childminder to be confident to further develop the quality of her provision in the future.

The partnership formed with parents is good. They receive good information about the care and learning provided. The daily diaries ensure they are kept well informed about their children's day and for them to update the childminder on any changes to their children's routines and needs. The childminder provides a resource sharing service with parents in support of their children's learning and interests to do at home. The parents are very complimentary about the childminder. They comment on how supportive, welcoming and enthusiastic she is and how much their children enjoy being with her because the activities she provides are interesting and fun. Parents recognise how informed she is of their children's individual learning and progress. They are secure that their children are well cared for and safe.

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	EY432042
Local authority	North Yorkshire
Inspection number	927134
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	25/02/2013
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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