

Inspection date	23/07/2013
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	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

- Children are actively involved in their learning. They are regularly rewarded with praise, which builds their confidence to 'have a go' without being afraid of getting it wrong.
- The childminder is very patient, kind and caring towards children. This helps them to feel secure and builds their confidence and independence.
- The close working partnership between the childminder and her co-childminder means children benefit by being involved in activities directed by an adult or led by children. This helps them to learn how to work and play alongside others.

It is not yet good because

- The childminder does not use the information she knows about each child to guide her activity planning. This means learning is not personalised to support children's individual learning and development.
- Rigorous and fully effective systems for self-evaluation are not firmly in place to inform priorities and set challenging targets for improvement.

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 looked at the areas used for childminding.
- The inspector observed how the childminder interacted with children during the inspection and how she worked alongside her co-childminder.
- The inspector looked at a sample of children's development records including written accounts of their learning and progress.
- An observation of the childminder's practice to teach and involve children in a group activity completing a jigsaw puzzle was completed by the inspector.
- The inspector looked at a range of documents including, records relating to the operation and management of the childminding service, a sample of policies and procedures and the childminder's record of self-evaluation.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder registered in 1996. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder provides care for children from the home of her daughter, who is also a registered childminder. The property is in Long Marston, on the outskirts of York. The whole of the ground floor, two bedrooms and a bathroom on the first floor are used for childminding purposes. There is an enclosed rear garden available for outdoor play.

The childminder sometimes attends playgroups with children and has links with the local children's centre. She visits the shops and park on a regular basis and collects children from the local infant and junior school and pre-schools. There are currently 15 children on roll, 10 of whom are within the early years age range. Children who speak English as an additional language are welcomed and supported. The childminder operates all year round from 7am to 6.30pm, 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:

- develop the delivery of the educational programmes for learning, by adopting a more systematic approach to planning that is based on observations of what children know and can do in order to meet the individual learning needs of each child and share information with parents to enable them to support their children's learning at home.

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

- improve monitoring of the childminding setting by establishing rigorous and fully effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

Inspection judgements

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

The childminder understands about helping children to learn by providing them with a varied range of interesting activities. As a result, they make generally good progress in their learning. The childminder observes children to find out the next steps for her to take to help them move forwards in their learning. She talks to her co-childminder and together they make an assessment of children's progress and record this information on a tracker

sheet. The childminder recognises the benefits of monitoring children's progress to make sure no child is left behind. Ideas for children's activities are detailed in a 'planning book'. This shows an interesting range of activities planned for children. For example, the weekly list includes painting and art and crafts and there is sometimes a theme or a topic based around a season, celebration or letters of the alphabet. This provides children with a variety of learning experiences. However, because these activities are often topic based and decided on by the adults they do not take into account their specific identified learning needs of the children. This means planned learning is not linked to the emerging needs of each child. A written diary is transferred between the child's home and childminding setting, which forms the basis for information sharing. However, as play experiences, and therefore the information shared, is not always linked well enough to the children's changing needs this does not provide parents with the opportunity to build on their children's learning at home.

The childminder organises a varied day for children that involves activities arranged in the setting and those that take place outdoors or at the local playgroup. The childminder and her co-childminder work very closely together and share the delivery of children's activities between them. For instance, one takes a small group into the conservatory for a story, singing activity or game while the other supervises a colouring and painting activity or plays with children on the floor using toys of their choice. This means children benefit by being able to take part in a variety of activities that they choose themselves or is led by an adult. They also have the opportunity to play and learn in small groups alongside their friends. This helps children learn important social skills of turn taking, working with others and learning how to behave. These are skills children need when they transfer to school.

The childminder teaches children by playing with and alongside them and sensitively encouraging them to be actively involved. She is very patient, kind and caring towards children. The childminder skilfully encourages children to participate in lively conversations, for example, during an activity involving a small group of children challenged with completing a complex jigsaw puzzle. Children enthusiastically make connections with animals and flowers they recognise and talk about a farm that they know. The childminder offers appropriate clues when children have difficulty completing the top of the puzzle. She asks them to think about what they can see in the sky, which helps them find the pieces of puzzle that show the sun and clouds. The childminder introduces words such as, 'matching' and 'fixing together' and regularly asks 'where do you think it goes'? This helps children to share their ideas and solve problems. Lots of praise given by the childminder and 'well done' comments build children's confidence to 'have a go' without being fearful of getting it wrong. Throughout the activity the childminder listens attentively to children. This shows respect for children and helps them to feel valued by having their efforts recognised and appreciated.

There is a wide and varied range of interesting, interactive toys and games for children to use. The youngest children are very familiar with pressing the different buttons to make them work. This helps children to develop early skills in learning how to operate and navigate their way around technology equipment. There are daily opportunities for children to use crayons and pencils to practise early writing skills. In addition, regular activities are organised for children to express themselves through painting, role play and crafts. Story times and access to a wide range of books supports children's speech and

language development and this is enhanced by lots of singing and rhymes. Toys and resources are attractively organised and presented so that children can make independent choices and decisions about what they would like to play with. This develops confidence and independence, skills which children need for school readiness and continued learning.

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

New children to the childminding setting are invited to take part in short visits before their start date. This helps them to make the adjustment from home into the setting and prepares them for change. Parents are encouraged to record their child's personal details on a registration form and 'all about me' document. This helps the childminder to get to know children's routines and interests quickly and forms a basis for relationship building. The key person is a flexible arrangement between the two childminders and means children's attachments are generally to both of the adults who care for them.

The childminder knows children very well. She is familiar with their individual routines and shows this by, for example, promptly responding to their needs when they show signs of being tired. A calm sleep environment is provided in two first floor bedrooms used specifically for this purpose. Snacks and meals at the childminding setting contain a range of healthy options. Although a menu is not provided the childminder makes sure children eat regular amounts of fresh fruit and vegetables. She is very aware of encouraging children to eat a balanced diet. For those who are not keen to eat fresh vegetables she 'hides' these in sauces to eat with pasta so that children receive the healthy nutrients and do not miss out.

Children learn sensible hygiene routines because the childminder talks to them about why they need to wash their hands after using the toilet. The childminder teaches children what to do in the event of an emergency by regularly involving them in practising the fire drill. The childminding setting has a rear garden that is well equipped for children to use. There is an interesting variety of large and small equipment to develop children's physical skills and encourage exercise. For example, there is a play house, climbing equipment, mobile, sit-and-ride ride and push-along toys, and a variety of balls and skipping ropes. Children have experience of growing plants from seed including, sunflowers and cress. This develops their interest in outdoor activities and extends learning in the natural environment.

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

Close partnerships are established with local schools and playgroups. Verbal and written information sharing contributes well to children's continuity of care and learning between settings. Younger children regularly walk to and from the school they will eventually attend to collect older children already in full-time education. The childminder takes good opportunity to talk to the younger children about school uniforms and, for example, the purpose of book bags. These types of outings and conversations help children to be aware of their local community, learn to understand about their place in society and prepares them for what to expect when they start school. It also gives children the chance to talk

about their feelings and ask questions, helping reduce any anxiety they may have as they transfer into the school environment.

The childminder has a satisfactory understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She fully understands safeguarding procedures and has attended training and is aware of the appropriate action to take if she has any concerns about a child's welfare or well-being. The childminder has a varied range of record keeping procedures and written policies and procedures in place to support children's safety and the effective operation and management of her setting. These are made available to parents.

The childminder provides parents with the opportunity to contribute their ideas and opinions by being involved in completing a questionnaire as part of the evaluation of the service she provides. Parents and children do show their appreciation by giving the childminder lots of cards and presents. Since the last inspection, the childminder has made some improvement to children's learning by identifying their 'next steps', although this does not successfully contribute towards planning. A self-evaluation exercise has also taken place following the previous inspection, but this has not been updated for some time. This means that rigorous and fully effective systems for self-evaluation are not firmly in place to regularly monitor the childminding setting to inform priorities and set challenging targets for improvement.

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	401292
Local authority	North Yorkshire
Inspection number	877122
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	01/09/2011
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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