

Inspection date	06/09/2013
Previous inspection date	18/11/2009

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

- Children are making good progress in their learning and development because the childminder knows each child very well and plans for their individual needs.
- Children are supported well during periods of transition. This is because the childminder understands the importance of children making secure attachments and bonds with their key person.
- The childminder is reflective and constantly works to improve her provision for children. Consequently, her practice is regularly changed to meet all children's and parent's individual needs.
- Children are very well safeguarded in the setting because the childminder clearly understands her role and responsibility to protect all children in her care.

It is not yet outstanding because

- There is scope to enhance opportunities for children to develop their understanding of print in the environment.

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 children in the lounge and the playroom.
- The inspector completed a joint observation with the childminder.
- The inspector held conversations with the childminder and the children present.
- A range of documents were inspected including observations, planning, tracking of children's progress, photographs of outings and events and daily diaries.
- The inspector checked evidence of risk assessments, training certificates, policies, procedures and the childminder's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a rented house in Norton near Malton, North Yorkshire with her partner and another tenant. The whole of the ground floor and bathroom on the first floor are used for childminding purposes. There is an enclosed area for outdoor play. The family has a pet dog.

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

There are currently ten children on roll, of whom, four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, including bank 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:

- enhance the educational programme for literacy by displaying more print in the environment to support children in understanding that print carries meaning.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop. As a result, she plans interesting activities, learning opportunities and outings for children based on their interests and stages of development. Regular observations and planning for children's individual next steps enables her to monitor children's progress and support them to reach their potential. Children's progress is discussed with parents who are able to access their children's development files whenever they wish. In addition, the childminder provides daily feedback about children's development and activities they have enjoyed to enable parents to continue their child's learning at home. This means children are consistently supported both in the setting and at home.

The childminder knows each child very well, spends time getting to know their interests and asks children daily what they would like to and if there are any specific activities they would like to take part in. The childminder uses this information to plan challenging

activities to motivate children to learn. For example, children who like trains are provided with a range of train-related jigsaws that they concentrate on for sustained periods of time. The childminder supports the child when requested and extends their learning by asking open-ended questions before discussing with the child additional activities they could do together to explore their interests further. This shows that children's individual needs are well met by the childminder.

Children have wonderful imaginations, which are encouraged by the childminder. For instance, during pretend play children ask for the telephone number for Ofsted, which the childminder provides them with. Children use a good range of vocabulary during role play, for instance, to ask if the inspector is coming today and when using their imaginations to make several telephone calls to the important people in their lives. This shows children are beginning to understand real life situations and are using communication and language well. In addition, there are lots of books for children to access to develop their early literacy skills. However, there are fewer opportunities for children to see print in the environment and develop their understanding that print carries meaning.

Children are very confident and welcome visitors into the setting. They are keen to discuss what they enjoy while being cared for by the childminder and immediately invite visitors to play alongside them. This demonstrates their caring and considerate natures. All children listen to the childminder well. For example, they hang their coats on hooks and remove their shoes before playing in the playroom. In addition they sit and wait patiently for instructions and respect the childminder's wishes. These skills support children well in their preparation for school.

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

All children are very well settled in the setting and show high levels of confidence and self-esteem. This is because the childminder has a good understanding of the importance of attachments and plans children's transitions to the setting thoroughly. For example, children have six visits to the childminder's home to develop a bond with her and ensure they feel safe and secure before their parents leave them. In addition, the childminder offers home visits to interact with new children in their home environment where they feel safe. This provides a generous amount of time for the childminder to get to know both children and their families well. Furthermore, when children are moving onto a new setting or school the childminder accompanies them on visits and shares their development files with their new key person. This means children's needs are shared and consistently well met.

The childminder follows children's routines well and liaises daily with parents regarding children's care. She keeps a comprehensive daily diary for each child and ensures when children are picked up at the end of their session that all information is clearly communicated. The childminder provides a range of healthy and nutritious meals and snacks for children and children enjoy sitting together while they eat. Children are keen to discuss their favourite meals cooked by the childminder, which include spaghetti bolognese and cottage pie. They are learning about healthy eating as the childminder has created a vegetable patch where children grow a variety of vegetables including cabbages

and potatoes. Children are able to dig up the produce and use it in their meals, contributing to their growing knowledge of healthy foods.

Children have opportunities to regularly exercise because the childminder plans daily opportunities. For example, frequent trips to the park allow children to develop their large muscle skills as they climb on apparatus and use a small climbing wall to develop their agility. The childminder closely supervises risky play and supports children to understand the dangers around them. Children are also learning how to stay safe when they are walking in the local community. For instance, the childminder teaches children how to cross the road safely, using the designated crossing and the school crossing patrol. In addition, children wear high visibility vests and the childminder is vigilant. This means children are well supervised when out of the setting.

Children behave very well because the childminder has clear rules and boundaries. They show clear respect for the childminder and listen to her instructions. Furthermore, children play cooperatively together, sharing resources and showing kindness and consideration during play. This means children are learning positive social skills for the future

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

Children are very well safeguarded in the setting because the childminder has a very good understanding of her role and responsibilities. She has attended safeguarding training, clearly understands the signs and symptoms of abuse and who to contact should she have a concern. The childminder has a wealth of policies and procedures to underpin her good practice in order to safeguard children and these also include risk assessments that are regularly reviewed. Risk assessments are in place for the premises and for each trip and outing children go on. This ensures risks to children are minimised at all times. The childminder and all persons living on the premises have been thoroughly vetted to ensure they are suitable to be around children. The childminder has a tenant's policy in place and fully understands her responsibility to supervise children in her care.

The childminder is very committed to improving her childcare provision and has completed the Ofsted self-evaluation document and has clear plans for development. She also sends out regular parent questionnaires to obtain their views on the setting. As a result of feedback, the childminder has changed her hours of care to provide further flexibility. Parents are very complimentary about the childminder and comments are written in a book, which praise her kindness and how much the children love to attend. This shows strong partnerships with parents. The childminder has made good links with the school and liaises with the teachers. She shares information with other providers where children attend.

The childminder attends many training courses to develop her knowledge and understanding of childcare subjects and shares her practice with other childminders. This means she is committed to developing herself professionally. She is proactive in obtaining support from the local authority education advisors and uses their support to develop her

planning for children and ensure that previous recommendations from inspections have been addressed.

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	EY386352
Local authority	North Yorkshire
Inspection number	908526
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	18/11/2009
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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