

**Inspection date**

25/09/2013

Previous inspection date

Not Applicable

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

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

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

**This provision is outstanding**

- Children settle extremely well as the childminder treats them with great warmth, affection and enthusiasm. This enables children to develop extremely close relationships with the childminder and to feel very safe and secure in her care.
- The childminder has an extremely secure knowledge of the areas of learning and a clear understanding of how children learn. She is thorough, accurate and precise and the information she gains is used superbly to provide her with a very clear picture about each child. This guides and shapes her planning, so that children's learning is personalised.
- The childminder organises her setting meticulously well. She is highly motivated, passionate and demonstrates a genuine dedication to improving her practice to maintain and improve opportunities for children to achieve to the highest level.
- The childminder provides a rich, stimulating and enabling environment. A wealth of information, including photographs of children, examples of their work and ideas they have for future activities means that children develop an extremely strong sense of belonging in the childminder's home.
- Partnerships with parents are excellent. The childminder is particularly sensitive and forward thinking in supporting new children to settle and to encouraging parents to be actively involved in their child's learning. This supports consistency of children's care and learning exceptionally well.

## 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 had a tour of the premises and observed children playing.  
The inspector looked at children's learning journey records, a selection of policies
- and children's records and involved the childminder in a joint observation of an activity.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder and engaged with children at appropriate times throughout the inspection.

## Inspector

Julie Morrison

## 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 husband and three children aged eight and six years and 22 months in Gatenby, Northallerton. The whole of the childminder's home is used for childminding. There is a rear garden for outdoor play. The family has four pet guinea pigs and a parrot.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, of whom four are in the early years age group. Children attend for a variety of sessions. Two school-age children attend before and after school. The childminder operates all year round from 7am to 5.30pm, 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:

- further develop the outdoor area to enhance opportunities for children to climb and balance.

## Inspection judgements

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

Children are very happy and settled and thrive in the warm, welcoming and stimulating environment provided by the childminder. The childminder has a comprehensive understanding of how children learn and develop. She provides an excellent range of opportunities, including rich first-hand experiences that motivate and inspire children of all ages. For example, as part of a recent mini-beasts theme, the childminder obtained a giant land snail for children to care for. Comprehensive planning for each child is informed by exceptionally well focused assessment of what children can do on entry and subsequent ongoing observation and assessment. As a result, children are extremely active in their learning and make excellent progress towards the early learning goals in preparation for starting school.

Parents are exceptionally well included in all aspects of their child's learning. They complete very detailed 'all about me' records, which the childminder uses to inform children's starting points and they add written observations to their child's colourful and

detailed learning journals. Parents are provided with regular written summaries of their child's progress and are encouraged to contribute their own comments. In addition, useful hand out sheets, for example, 'ideas for messy play' provide information about activities that parents can do at home with their children. This significantly enhances parents involvement in their child's learning.

The childminder inspires children's interest with her enthusiastic approach and high levels of engagement. This promotes children's creativity and interest extremely well. The childminder has an excellent understanding of how young children communicate and supports their emerging language skills throughout all aspects of their play. For example, she sits babies on her knee, so that they are fully involved as she reads stories to them. She is calm and patient and takes time to clearly repeat the names of animals and encourage babies to touch and feel the books. She reinforces children learning exceptionally well, for example, she gives babies a toy lion to hold, showing them that they are the same as the ones in the story. This helps to bring stories to life for children and supports their emerging language skills exceptionally well. The childminder fully recognises the value of babies early babbles and responds to these warmly and affectionately, fully acknowledging their early attempts at communication. This further supports children's early communication skills.

Babies are able to develop their strong exploratory impulse as the childminder provides them with a stimulating range of resources to explore. This includes a wide range of musical instruments and a variety of natural resources, such as, rice, water and sand. The childminder has an excellent understanding of the importance of following children's lead and interests in activities and she builds on these very well. For example, children's interest in playing with water is enhanced through the provision of further resources to extend the activity, such as a variety of different sized drain pipes. Children are clearly very secure and content in the childminder's care and they babble with delight and wave their hands in excitement as they interact with her.

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

Children form very strong bonds with the childminder as she responds to them with warmth and affection. This is evident as babies reach out for comfort and reassurance from an adult they clearly trust. The childminder has an excellent understanding of children's individual needs and she follows babies' visual cues very well. This allows her to ensure that their needs are fully met. For example, she quickly recognises when they are hungry or tired. As a result, children are happy, content and extremely well settled. This fully supports their personal and emotional development and provides an excellent base from which children can learn. The childminder gathers extensive information about children's individual needs prior to them starting, for example, through visiting children in their own home. This means that she has a very good understanding of what children can do and how they behave, for example, when they are tired, prior to them starting in her care. In addition, the childminder asks parents to contribute photographs to create family books. This enables young children in particular, to foster an extremely strong sense of security and supports a smooth transition from home into the childminder's care

exceptionally well. Children regularly visit local toddler groups and the local children's centre where they are able to socialise with other children. The childminder also takes children on visits to the local pre-schools to familiarise them with the setting. This means that children are very well prepared for the next stage in their learning when the time comes.

Children develop high levels of confidence because the highly stimulating and welcoming environment fosters their developing independence and exploration. The childminder displays a wealth of photographs, examples of children's work and further information, which stimulates children's interest and significantly enhances children's sense of belonging. The childminder has realistic expectations of children's behaviour. She makes excellent use of age appropriate techniques, which take into account children's individuality and their stage of development. This includes, distraction and responding to children in calm and consistent manner. She provides meaningful praise and encouragement to children and this successfully promotes their self-esteem and supports children to learn right from wrong.

The childminder consistently gives the highest priority to the safety of children and effectively promotes children's health through planned activities and discussion. For example, children take part in visits to meet local dental hygienists and they plant and grow fresh fruit and vegetables in the garden. Children regularly enjoy an abundance of daily opportunities for fresh air and exercise. This includes playing in the garden, splashing in shallow streams and visits to local parks to feed the animals. However, there is scope to build on children's already excellent opportunities for physical play by enhancing opportunities for children to climb and balance in the garden. The childminder gives excellent consideration to helping children to learn about dangers and staying safe. For example, planned fire drills are followed up with stories about fire safety. This is combined with visits from local police to talk to children about keeping safe.

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

The childminder's excellent standards in her practice reflect her pursuit of excellence in all aspects. She has a comprehensive understanding of her responsibility to ensure that her provision meets the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. This is reflected in meticulous policies and procedures and record keeping systems. These enable the childminder to regularly review, analyse and monitor each area of learning and the progress of individuals. Consequently, all children are highly supported in reaching their full potential and attaining high levels of achievement. The childminder further safeguards children as she has attended relevant training and is very secure in her understanding of procedures to follow should she have concern about a child in her care. Rigorous risk assessments, along with daily checks and the use of appropriate safety equipment ensure that risks to children are effectively identified and minimised.

The childminder demonstrates a highly successful and well-documented drive to strongly improve her practice. She has excellent systemic systems in place to reflect, monitor and evaluate her practice. This includes, detailed action plans and the ongoing use of the Ofsted self-evaluation form. This undoubtedly contributes to the excellent standards in practice and the pursuit of excellence in all aspects. The childminder is highly motivated to constantly improve her already first-class understanding and care practice, through professional development. In addition, she welcomes and highly values the views and opinions of parents and children in the evaluation of her service, through regular discussion and questionnaires.

The childminder fully understands that parents are the most important and influential people in children's lives and as such has developed highly positive relationships with them. Parents report on how delighted they are with the service they receive, for example, they comment on how 'fantastic' she is and how 'impressed they are with how well their children have settled and are progressing'. The childminder provides parents with a wealth of information to keep them fully informed about the service she provides and how they can support their children. This includes, information about the Early Years Foundation Stage, regular newsletters and monthly and weekly planning. In addition, she puts together informative information packs around topics, such as keeping safe and provides story sacks, which parents can use to build on their child's learning at home. The childminder has an excellent understanding of the importance of partnership working with other settings that children attend. This includes, sharing a scrap book of children's activities and her records of children's progress. This effectively supports continuity of learning for children and ensures that they continue to make strong gains in their development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY426332
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	884690
<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>	2
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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