

Inspection date

Previous inspection date

26/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The childminder has a sound knowledge of how children learn through play. Children enjoy the free choice activities on offer. As a result, they make satisfactory progress.
- Overall, children are happy, safe and secure in the care of the childminder. This is because she is friendly towards them and meets their individual care needs.
- The childminder acts as a positive role model to the children. As a result, they learn how to stay safe, use good manners and understand the rules of the house.

It is not yet good because

- The planning of activities and resources are sometimes not tailored well enough to meet the individual needs of the children. This is because some activities are too advanced, while others do not offer sufficient challenge. Consequently children make satisfactory rather than good progress.
- The childminder is not providing consistent opportunities to support children whose home language is not English. As a result, their language spoken at home is not effectively used to promote their play and learning.
- There is scope to develop the opportunities younger children have to use their own thoughts and ideas during adult-led activities. To enable them to develop their self-expression.
- Children's personal hygiene routines are not consistently promoted or fully effective. Therefore, they are at possible risk of cross infection.

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 in the playroom, classroom, kitchen and garden.
- The inspector talked to the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including, children's learning records, self-evaluation documents and the operational file.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Ripon, North Yorkshire. The whole of the ground floor of the home, and the garden are used for childminding purposes. The childminder provides Montessori methods of childcare and works with a registered assistant and on some days of the week another registered childminder.

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 14 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher and she is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure planned activities and those available to children during adult-led sessions are age and stage appropriate and offer appropriate challenge and enjoyment
- ensure children are provided with good opportunities to use their home language in the setting to support their play and learning.

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

- make sure children's personal hygiene routines are effectively promoted
- enhance opportunities for younger children to use more self-expression during planned activities.

Inspection judgements

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

Children are observed to be happy and settled in the childminder's care. The childminder has a secure knowledge of the seven areas of learning and is an experienced practitioner. She provides a range of free choice opportunities that meet children's interests, such as, small world resources and role-play activities. She has a secure knowledge of the interests and needs of children because she speaks to parents and carries out observations. She has, generally, realistic expectations. Her observations highlight children's learning and their next steps are clearly identified. Given she knows children's next steps in their learning; she does not always apply this knowledge well enough in planning or share this knowledge with her assistant. Consequently, during planned and adult-led activities in the Montessori classroom, not all children are appropriately challenged or stimulated. As a result, some activities are not always matched to suit their ability and leave children uninterested, while other activities are too advanced. For example, young children are encouraged to complete a four piece wooden jigsaw, which they manage with ease. They are also able to practice their transporting of small blocks with tongs. Again this is an activity which they have completed several times before and are confident and proficient at. During these repeat activities children appear under stimulated, however, when they choose a game involving small tacks, wooden shapes and a hammer, they are not actively supported to use this effectively. As a result, some children make satisfactory progress rather than good progress in their learning because activities are not carefully tailored according to their stage of development. This also hinders younger children's ability to use their self-expression during planned activities and has an impact on their readiness for school.

Children develop a keen interest in books, which is supported and encouraged by the childminder. Books are freely available to them in the play room tent and in the garden. They enjoy listening to adults read to them and also exploring and looking at books independently. Communication, language and literacy is also supported at planned times of the day. For example, children choose a cushion to sit on and the childminder looks in their 'chat bags' which they have brought from home. One child has collected leaves and a horse chestnut. The childminder uses this time to ask the group of children what they know and can tell her about these items. She also introduces new vocabulary such as 'prickly' and 'smooth'. However, children who have English as an additional language are not fully supported at these times. The childminder does not display words or use the child's home language consistently enough to fully engage him and support his developing understanding. Children enjoy playing in the childminder's garden. They like to bounce on the trampoline, ride on the wheeled vehicles and take the dolls for a walk in the pushchairs. This supports their developing physical skills. Children also learn about the natural world as they feed the rabbit and talk about the apples that have fallen from the tree.

Parents are involved in their child's learning and the childminder is proactive about informing them about their child's progress. For example, she regularly shares 'look at me now' summaries of their learning and encourages parents to complete 'look what I have

done at home' sheets. These documents are included in children's records of learning and show the progress the children are making. The childminder knows she must complete a 'progress check at age two' for some children in her care and she is clear about what needs to be recorded.

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

Children settle quickly on arrival and separate from their parents confidently. They form close attachments with the childminder and her assistant and feel a sense of belonging because she sees to their individual care needs. For example, the childminder knows when children are tired and has a separate sleep room for them to rest in. Each child has a cot or sleep mat and is provided with individual bedding. The door to the sleep room is kept closed and the childminder plays relaxing music to the children. She ensures children are checked on as they sleep and carries a listening device around with her. This enables her to monitor the children and ensure they are safe as they sleep. Careful consideration is given to ensuring new children settle in well by organising pre-visits before they start. The childminder builds positive relationships with parents and asks them questions about their child's routines and interests. The childminder also completes home visits to enable her to get to know the children in their own environment. Parental requests are taken into account and as much as possible are mirrored in the setting. A feature of Montessori care is to develop children's independence. This is promoted at every opportunity with children of all ages. For example, children access a plate and cup for themselves at snack and meal times. When they have finished they wash this up and put it away in the cupboard. Children are encouraged to manage their own personal hygiene. For instance, children are encouraged to let the childminder know if they need the toilet and they are praised for their efforts for having a go on a potty. Children have access to liquid soap for hand washing, however, they are not consistently reminded to wash their hands before they eat and they share a towel for hand drying. This does not effectively promote their personal hygiene or prevent the risk of cross-infection.

The childminder works flexibly with parents with regard to the provision of meals and snacks. She displays a menu of the meals she plans to provide for the week and parents have the option to include their children or send alternative foods from home. The childminder discusses how she encourages the parents to send their children with healthy options and she ensures fresh fruit and cereals are available to the children throughout the day. At mealtimes, children's independence is further promoted as they gather their own tableware, they are encouraged to pour their own drinks and clean up any spills. The childminder is on hand to help children who need additional support. Children in the setting are observed to be very independent, which supports their skills for the future. The childminder provides children with daily access to fresh air and exercise through visits in the local community and opportunities to play in the garden. This supports a healthy lifestyle.

The indoor playroom is suitably organised with resources within easy reach for children of all ages. This means children can select and make choices in their own learning. Children behave well as the childminder makes them aware of the boundaries and is consistent in

her approach to behaviour management. Children play harmoniously together and treat each other with respect. Their use of good manners is remarkable, with younger children using these routinely. Children have an appropriate understanding of how to keep themselves safe. They know they must not run indoors and be careful with toys. Evacuation drills are regularly practiced, enabling children to leave the setting quickly in an emergency situation and when they are on outings the children learn how to cross the road safely.

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

The childminder demonstrates a sound understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. She carries out appropriate risk assessments of the premises and on outings so children are protected. Children are supervised appropriately at all times and are given reminders about staying safe. For example, she tells them that they must wear high visibility jackets when going on trips so they can be seen clearly. Required documentation to meet the requirements of the Statutory Framework for the Early Years Foundation Stage is in place. For example, daily registers and accident and medical records are maintained well. Ensuring children are protected whilst in the care of the childminder.

The childminder is an experienced childcare practitioner. She demonstrates a positive attitude to her childminding and discusses how she is committed to providing a high quality service for children and their families. The childminder has used the Ofsted self-evaluation form to facilitate her reflective practice. She includes the views of her assistant and co-childminder, the parents and the children in this process in order to shape her provision. The childminder has a suitable overview of children's needs through her observations and assessments, although these do not always appropriately inform her planning. Monitoring of the areas of learning is sound. Assessments show that children are making expected progress for their age and any identified gaps in learning are slowly closing.

The childminder is working hard to develop her links with local schools to enable her to support and complement learning. She has written to and e-mailed the children's teachers to introduce herself and form the basis of a close working partnership for the benefit of the children. The childminder is fully aware of the importance of close partnership working with other professionals to enable effective continuity of care. Partnerships with parents are positive and strong to ensure that children's individual needs are known and met. They are kept informed about their child's development in a variety of effective ways. These include daily discussions, sharing assessment records, messages in a written daily diary and through text messages and phone calls.

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	EY462767
Local authority	North Yorkshire
Inspection number	933360
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	14
Name of provider	
Date of previous inspection	not applicable
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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