

## Inspection date

Previous inspection date

07/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 has a good knowledge of the Early Years Foundation Stage. She demonstrates a good understanding of how young children learn and provides many play opportunities that effectively promote their learning and development.
- The childminder safeguards and promotes children's welfare. She provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them make good progress in their learning and development.
- Children are well supported to acquire the skills and capacity to develop and learn effectively. They form attachments and build good relationships, which fully promotes their well-being and independence.
- Self-evaluation is effective as the childminder reflects on her practice, is proactive in seeking information and uses this to make continual improvements, resulting in her making rapid progress for a newly registered childminder.

### It is not yet outstanding because

- There is scope to develop the garden for children to participate in activities to investigate the natural world.
- The learning environment is not fully utilised to support the older children to further extend their literacy skills.

## 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 playing and looked at the areas of the premises used for childminding purposes.
- The inspector looked at children's assessment book, the childminder's planning and self-evaluation documentation, information from home about children's interests and a selection of children's records.
- The inspector looked at documentation that supports the safety of children, risk assessments and a selection of the childminder's policies and procedures.
- The inspector spoke to the childminder at appropriate times throughout the inspection and spoke to the children present.

## Inspector

Carol-Anne Shaw

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged 16 months in the Rawcliffe area of York, North Yorkshire. The whole ground floor of the house and bedrooms and the bathroom on first floor are used for childminding. There is an enclosed garden for outside play. There are goldfish as family pets.

The childminder attends a local toddler group and visits the local shops, library and park on a regular basis. At times she may work with an assistant. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. She has a level 3 teaching assistant qualification.

### What the setting needs to do to improve further

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

- enhance the opportunities in the garden for children to investigate stimulating activities, for example, through providing simple gardening activities to further promote children's awareness of the natural world.
- extend the opportunities for older children to see writing for a purpose in the home environment, to further support their emerging literacy skills.

## Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and develop through play. She obtains a good range of information from parents before children start attending and makes initial observations of the children at play. This gives her a good understanding of their individual stage of development, in order to knowledgeably plan activities to suit their needs and interests. Ongoing accurate assessment of each child's development clearly identifies the good progress they are making. The childminder uses the information gained from her observations very well to successfully plan for the next steps in their learning. Consequently, all children make effective progress in their learning and development. The childminder has the development information readily available for her to complete the required progress check for children aged two. She shares the

learning and development information with parents, so that there is a good joint understanding. She maintains a good two-way flow of information with parents, so that children have effective continuity in their learning and development. The childminder works well with parents to support children's developmental progress, especially by encouraging independence in their self-care. She shares details with parents about the activities children have enjoyed, so that they can continue their child's learning and development at home.

The quality of teaching and learning is good. The childminder supports young children's communication skills well through age-appropriate discussion and skilful conversations during activities. She extends children's communication very well, and this especially prepares children for their next stage of learning. For example, the childminder encourages children to vocalise and explore the cornflour, wet sand and flour prepared in small trays for them to touch and feel. When one of the children is not confident to touch with their hands, a small spoon is found, enabling the child to move the spoon about making marks until confident. The children place their hands in the flour and move them around feeling the texture, laughing as it runs through their fingers. As a result of the childminder's skilful interaction, children are confident to try new experiences, communicate and vocalise their enjoyment. She interacts positively with the children at all times and encourages their personal, social and emotional development effectively. She encourages children to freely access the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in everyday play. The room is well organised for the ages of the children attending to move about, promoting their physical skills as they freely access a wide range of age-appropriate resources that they are interested in and eager to play with. However, the learning environment is not rich in the written word to support older children's understanding of writing for a purpose, and therefore does not maximise children's progress in literacy.

The childminder plans competently around children's individual needs and interests. For example, young children are learning to recognise different animals as they play with the farm animals in the sand. The childminder includes colours as they play, for example, she names and matches the colours of the balls they are playing with. They all engage well in the planned activities and children confidently go to the childminder and sit on her knee as they look at books.

An enclosed outdoor play area to the back of the house allows children to enjoy outdoor play with a good variety of equipment to support their physical development. The childminder is continuing to develop this area to improve the outdoor play environment, so that children can make independent choices about where they want to play. However, the outside area is not planned effectively enough to support children's understanding of the natural world. Children are developing good social skills as they enjoy visits to a number of local amenities, such as a toddler group, the library and the park. This prepares them well for pre-school by enhancing their confidence and self-esteem within larger groups of children.

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

Children are happy and settle well with the childminder because of the warm relationship they have with her and with each other. Parents comment positively on how happy their child is with the childminder and how she works flexibly with them to meet the family's needs. The childminder supports each child's needs effectively because she gathers plenty of information from parents regarding, for example, children's dietary needs, routines, likes and dislikes. The extremely well-organised and well-equipped ground floor allows children to choose from a good range of interesting toys and resources. As a result, they thoroughly enjoy their play as they independently and confidently make choices. They learn to cooperate well with each other in activities, through play and simple routines. For example, children join together to play with small world figures, transport and dolls.

Children play in a safe environment. The childminder completes written risk assessments and ensures all potential hazards are identified and addressed safely, minimising the risk of accidents. Older children learn to manage risk and safely negotiate the stairs when accessing the bathroom on the first floor. Regular walks, playing in the park and feeding the ducks support children's enjoyment of fresh air and exercise. Young children are learning how to play safely because of the appropriate reminders from the childminder. For instance, she carefully explains why they should not climb on the chair, but wait for her to lift them up to see what is happening outside.

All children behave well and respond positively to the childminder, and games support them to take turns and learn to share. The childminder supports children's understanding of others by providing activities, resources and books about children from different backgrounds. She encourages them to be aware of their own hygiene by following consistent routines, especially before eating and after nappy changing or toileting. Children respond well to her positive interaction, praise and encouragement. She provides wipes for very young children to wipe their hands before and after snack and lunch. This helps young children to develop strong levels of self-esteem and confidence, and to learn good hygiene practices to reduce the spread of infection.

Children are developing a good understanding of healthy eating. They enjoy snacks of fruit to maintain their good health. The childminder has an interest in healthy eating, has a good awareness of the amount of sugar in fruit juice and snacks, and makes sure that she offers children healthier options. She supports children effectively in acquiring skills so that they will be well prepared for the next stage of learning, by encouraging their independence. For instance, children learn to feed themselves using a spoon and readily get their drinking cup when they are thirsty. The childminder has no children attending other early years providers, but is fully aware of the need for establishing effective partnerships with other providers to support children's continued development. She understands the importance of giving children good support to make a smooth transition for the next stage in learning.

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

The childminder has a good understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and has the procedures to follow if she has any concerns. Written policies and procedures relating to safeguarding, with the required contact numbers, are readily available and she ensures parents are made aware of these at the onset of a placement. Written risk assessments are completed and she uses these to minimise the risk of any accidents to children. The welfare requirements are effectively addressed and children from a young age learn about personal hygiene in everyday routines, fully supporting the welfare of the children in her care.

Children make good progress because the childminder observes them and makes accurate assessments of their learning. Personalised plans are in place with a strong focus on closing gaps in the prime areas of learning, and her ongoing monitoring ensures their individual personal needs are met. The childminder has assessed her provision, identifying her strengths and areas to be developed further to improve her practice. Parents and children's views are discussed, and these are linked to the evaluation of her childminding service. Through the knowledge she has gained from her training and completing her self-assessment, the childminder is aware of areas that require further development and is taking positive steps to successfully implement these. She demonstrates a good commitment to constantly improving the learning opportunities and care she offers children.

Partnership with parents is good and they have good information about how children develop and learn. The childminder has daily discussions with them to keep them informed of their children's progress, which supports them to continue their learning at home through similar activities. The photographs, observations and planning she completes ensure parents are well informed of the development stages their children are progressing through. A parent feeds back to the childminder how well she supports their child's communication and that they are happy with the progress their child is making. The childminder confidently discusses the necessity of sharing relevant information with other professionals with regard to children's learning and development, to ensure they make effective progression.

### **The Childcare Register**

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

## 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>	EY459784
<b>Local authority</b>	York
<b>Inspection number</b>	913328
<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>	5
<b>Number of children on roll</b>	3
<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.

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