

<b>Inspection date</b>	02/10/2013
Previous inspection date	14/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		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 have various opportunities to take part in activities in the local community, which enables them to gain confidence in socialising with other adults and children outside their normal childcare setting.
- Children learn to behave well because they have secure boundaries and know what is expected of them. Consequently, they play well together and older children show a caring approach towards the younger ones.
- Books are a very important part of the setting and a very good selection is freely available to children at all times. This means they are able to acquire new knowledge and develop a love of reading.

#### **It is not yet good because**

- The childminder's assistant does not have a current paediatric first aid certificate. This means she does not meet the qualification requirements to have sole charge of children for short periods of time.
- Children do not have many opportunities to see and use numbers in their environment.
- The childminder does not rigorously monitor and promptly support her assistant's continuous professional development.

## 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 in the downstairs areas.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector made observations of and discussed the morning's activities with the childminder.

## Inspector

Diane Turner

## Full Report

### Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and five years in York. The whole of the ground floor of the childminder's home, the bathroom on the first floor and the rear garden are used for childminding. The childminder keeps two guinea pigs as pets.

The childminder attends a toddler group and activities at the local children's centre and visits the shops and park on a regular basis, with children. She collects children from the local school, nursery and pre-school. She employs an assistant. There are currently 26 children on roll, 13 of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday, all year round, from 8.15am to 5.45pm, except for bank holidays and family holidays. 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 any assistant who might be in sole charge of children for any period of time holds a current paediatric first aid certificate.

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

- enhance the opportunities for children to see and use numerals in their environment, such as making number lines available for reference and encouraging children to use them in their play
- improve the monitoring of any assistant's continuous professional development, to ensure any required training for them to fulfil their role is accessed promptly.

## Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning of the Early Years Foundation Stage and provides a welcoming environment with a variety of toys and

resources. These are easily accessible to children and arouse their interest. For example, one child enjoys working out how magnets fit together on toy trains so they can send them around a track. This shows the child is learning about cause and effect in their own way. The childminder gives good attention to promoting children's communication, language and listening skills. A very good range of books is readily available at children's height, which they delight in choosing from and bringing to the childminder to read. This shows they are developing a love of reading from an early age. The childminder reads with expression and encourages children to relate what is happening in the story to their own experiences, which makes the story come to life. Consequently, children listen well and are not easily distracted. For example, as the childminder reads a story to children about animals, including guinea pigs, she enthusiastically says 'Ooh you know about guinea pigs because we've got two'. She asks children 'What do guinea pigs like to eat?' She gives them time to formulate their answer and one child confidently replies 'Dandelions'. The childminder delights in the child's understanding and replies with, 'Yes, well done, we pick them on our way back from the park'. This shows children are making clear connections in their learning and can confidently use their prior learning. This means they make good progress in their development and are well-prepared for school when the time comes.

The childminder provides good opportunities for children to develop their creative skills by encouraging them to listen to a wide range of music and to try and match their movements to this. For example, as she puts on a piece of classical music she says 'Let's listen and see if this makes us feel like bumble bees'. Children then giggle and squeal with delight as they quickly 'flap their wings' to the quick tempo of the music. The childminder organises her home well and provides a bright environment for children to play and learn. Good use is made of print to show children words have meaning. For example, toy boxes are labelled with text and a photograph to help children identify the contents and source their favourite items. Effective use is made of everyday routines to support children's learning. For example, as the childminder's assistant shares out pieces of banana at snack time, she counts 'One, two' as she does so, which supports children's mathematical development. However, there are not many opportunities for children to observe numbers in their environment, to support their mathematical development further.

The childminder provides good opportunities for children to take part in learning opportunities in the local community. For example, each week they attend a toddler group and a music group. They regularly visit the library and attractions, such as museums in the city. This supports children well in developing confidence in interacting with people other than their normal carers and enables them to develop new friendships and extend their knowledge. The childminder successfully draws on her observations of children's learning to monitor the progress they make and identify their next steps to move their learning on further. For example, to help one child improve their coordination she has concentrated on helping them learn to jump. The impact of this is evident as the child delights in describing how they can now jump on two feet. This clearly shows the child's delight in their achievement and that they are developing an 'I can do' attitude. The childminder has regular discussion with parents and provides photographs of their child's responses to the activities, which means they are suitably informed of their child's progress.

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

The childminder understands the importance of developing positive relationships with parents and children. For example, to aid children's transition into her care she discusses their individual needs and how to meet these with their parents. This means she can provide care that is consistent with that children receive at home, which provides consistency and continuity for them. Settling-in visits enable children to gradually become familiar with their new environment and ongoing discussion with parents means the childminder is fully aware of any changes in family circumstances. This enables her to support parents and children accordingly. As a result, children develop close bonds with the childminder and her assistant and are confident in their care.

Children's health is promoted appropriately. They enjoy healthy meals, which are freshly prepared each day using seasonal vegetables, such as courgette soup for lunch. Children are sensitively encouraged to try more unusual items of fruit at snack time, which means they enjoy a varied diet and develop a positive attitude to healthy eating. For example, the childminder's assistant encourages children to try some 'nice juicy' pineapple. Children benefit from fresh air and physical exercise each day. For instance, they play in the garden or visit the local park to develop their coordination as they use a range of large play equipment. These activities are complemented by action rhymes indoors. For instance, children learn to coordinate their movements as they curl up and pretend to be sleeping frogs before 'waking' and hopping around. The childminder has a current first aid certificate to ensure she has appropriate knowledge to deal with any accidents. However, her assistant's qualification in this area has recently lapsed. This means her knowledge is not up to date with regards to the treatment of injuries in the event a child has an accident whilst in her sole care. This compromises children's well-being.

Children behave well because they know what is expected of them in the setting. For example, they sit at the table to eat their meals, which encourages them to develop social skills and manners. They play well together and older children show a caring approach towards the youngest ones. For example, one child kindly gives another a train to play with when they are a little upset on arrival, to try and encourage them to play. The childminder appropriately supports children's understanding of keeping themselves safe and each other safe. For instance, she reminds children to clear away the toys so they have plenty of space to take part in action rhymes. She also asks older children to keep items, such as play money, out of reach of babies, so they do not put this in their mouths. This encourages positive relationships and further supports children to understand consistent boundaries.

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

The childminder pays appropriate attention to monitoring the quality of her service and making improvements to this. She meets regularly with her assistant to discuss each child's learning and the progress they are making. If any gaps are identified additional

resources and activities are provided to address these. For instance, to enhance children's creative development further the range of instruments has been added to. This means children can explore a wider range of sounds and use these to accompany their singing. The childminder's assistant, parents and children are consulted to gain their views of the service. For example, as a result of parents' comments the childminder has discussed the menu with children, to ensure they are happy with what is provided. From children's comments the childminder now ensures their favourite dishes are included on the menu on a regular basis. The recommendations for improvement raised at the last inspection have been addressed successfully. This shows the childminder is suitably committed to developing her service. The childminder meets regularly with her assistant to discuss her practice. However, the arrangements for monitoring her assistant's continuous professional development are not fully effective. For example, a lack of forward planning and the childminder's incorrect belief that a course would be immediately available has resulted in the assistant's first aid qualification not being renewed promptly. This means a valid qualification has not run concurrently. A place on a course is booked for the very near future to renew this but the assistant does not currently meet the qualification requirements to have sole charge of children for short periods of time.

The childminder ensures her home is a welcoming and a safe and secure environment for children to play and learn. She keeps doors and safety gates locked and completes effective risk assessments for her home and outings. She takes effective action to minimise any hazards. For example, she ensures children are closely supervised on outings by using equipment, such as 'triple' pushchairs for very young children and holding hands of children who are confident in walking, so they stay close to her. This minimises the risk of them lagging behind, running off or getting lost. The childminder ensures outings are not rushed, so children can observe their surroundings and extend their learning. For example, she enables them to stop and observe boats on the river. The childminder also takes a first aid kit with her on outings and her mobile telephone, should she need to deal with an accident or contact parents in an emergency. Clear policies are in place to show how the service operates and both the childminder and her assistant are fully aware of their role and responsibilities in terms of child protection. For example, they know the possible indicators of abuse or neglect and the procedure for making a referral to the relevant authorities is displayed for their reference.

Partnerships with parents are positive. They receive copies of the childminder's policies and procedures for their reference and these along with contracts outlining the business arrangements means they are well informed of how the service operates. Comments parents make about the service are complimentary. For example, they say they are pleased with the care their children receive. The childminder has close links with the school nursery children also attend. This promotes the effective sharing of information and a shared approach to supporting children's learning across both settings.

### 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

<b>Unique reference number</b>	EY392173
<b>Local authority</b>	York
<b>Inspection number</b>	937636
<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>	11
<b>Number of children on roll</b>	26
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/03/2013
<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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