

Inspection date	07/10/2013
Previous inspection date	10/06/2013

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 very relaxed in the care of the childminder. The childminder skilfully extends children's play during activities, which effectively promotes their learning in the prime areas.
- The childminder has a good knowledge of current learning and development guidance. She effectively promotes children's learning through good communication and interactions and so they make good progress.
- Partnerships with parents are very good because the childminder keeps them well-informed both through written information and daily verbal communication.
- Children are cared for by a very competent childminder's who provide lots of reassurance and natural, warm interaction so that children feel safe and secure.

It is not yet outstanding because

- There is scope to present resources in the book area more attractively so that babies are able to independently access books that are of interest to them.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector watched babies at play and observed the childminder's interaction with them.
- The inspector viewed a sample of documentation, including policies, children's assessments, the self-evaluation form, risk assessments and letters from parents.
- The inspector carried out a joint observation with the childminder.

Inspector

Shazaad Arshad

Full Report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bradley, West Yorkshire. Although her two adult children do not live with the childminder and her husband, they visit regularly. The whole of the ground floor, two bedrooms and bathroom on the first floor and the rear garden are used for childminding. The family has three cats, two rabbits and three fish as pets.

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

There are currently 23 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder provides funded early education for three- and four-year-old children. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- provide opportunities for children to use books that are presented attractively in the book area.

Inspection judgements

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

Children are happy and content with the childminder. The childminder is a very experienced practitioner and has a good knowledge of the areas of learning. As a result, children are very well supported. The childminder's observations, assessment and individual planning methods closely monitor children's progress. She records children's achievements and uses the latest Early Years Foundation Stage guidance to help her identify if a child is showing typical development for their age. The childminder uses the information from her written assessments of children's learning alongside the local authority monitoring tool to plan for the children's future learning. This means that children are well supported across all areas of learning. Children's individual files include photographs of them enjoying a wide range of activities and experiences across all the areas of learning.

The childminder plans the routine to have more one-to-one time to interact with young babies so children can develop their own play ideas. As a result, children are confident in moving themselves around the small world resources and selecting the soft play items that interest them. The childminder rotates these so babies are stimulated by exploring the different floor games around them. For example, they delight in using the musical items and listening for different sounds they make. The childminder is skilled at ensuring the environment invites responses from babies and adults as they smile, touch and listen to the sounds from the musical games. Children are generally provided with a good range of play equipment. However, they have fewer opportunities to independently select books as this area is not as well presented as the rest of the very good resources available.

Children are able to choose from a wide range of craft resources including glue, glitter, shredded paper and colourful markers. She encourages them and praises their efforts. The childminder is skilled at extending the play as children are able to explore texture through the use of sand and water play. As a result, they gain confidence in their own way of representing ideas. The childminder introduces props and action movement into play as they explore and use numbers during songs and rhyme. A variety of experiences are provided to enhance children's understanding of the wider community. These include playing with small world figures, showing different cultures and positive images of people with disabilities. This has a positive impact on raising children's understanding of the similarities and differences between themselves and others. The childminder effectively supports children as they complete jigsaws, compare shapes and weigh ingredients for baking. This promotes children's mathematical thinking well. As a result, children are gaining the key skills they need for the next steps in their learning.

Children are happy and settled in this welcoming environment because the childminder takes good care to understand their individual needs. Information around learning from home is very well embedded. As a result, the childminder has an accurate assessment of children's prior skills and plans for the next steps in children's learning. This helps to ensure that they are provided with activities and experiences which are appropriate to their stage of development. Children's progress is regularly shared with parents in written assessments and they contribute to their children's development files. The childminder has a good knowledge and understanding of the 'progress check at age two' and has already started this with parents. This helps to keep them well informed of their child's progress and development.

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

The childminder offers a flexible service and children quickly build secure attachments and trusting relationships with the children. This means that their personal, social and emotional development is effectively promoted. For example, they turn to her for reassurance and comfort, snuggling up when they awake after sleep. The childminder quickly recognises their needs and meets them appropriately. Children settle quickly and they are happy and enthusiastic learners as a result of effective settling-in procedures.

Children's awareness of health and safety is promoted through daily routines, discussions and activities. For example, children are provided with healthy snacks and nutritious home cooked meals, this promotes their awareness of healthy eating. Children socialise as they meet with others at groups and visits within the local community. This provides children with opportunities to gain knowledge and understanding of the world around them. They attend sports events and music classes. The visits are used to enhance their understanding of the wider community. They also learn to grow their own food and learn about fruit and vegetables. For example, children have made their own jam with plums and this has resulted in children's understanding about healthy options when they buy food at the shops. Children learn good hygiene habits as they wash their hands before eating and after visiting the toilet. Healthy lifestyles are further supported as the childminder takes advantage of the outdoor learning environment by visiting the local woodland areas and the community play areas. This means that children can explore the natural environment and learn about the environment. In addition, children's knowledge about personal safety is encouraged by gentle reminders from the childminder to be careful when moving between the rooms, road safety activities and regular evacuation drills. This positively contributes to children developing a sense of danger and how to keep themselves safe. Well-planned outings ensure children have good opportunities for large physical play to encourage and embed their physical skills.

The childminder exchanges verbal information with parents on a daily basis about children's care needs. She is a very good role model and children are very well behaved and settled immediately. Constant positive praise ensures children continue to develop good peer relationships with each other. The childminder fully understands the importance of preparing children for the transition to other settings, such as nursery and school. For example, she seeks consent from parents to share children's development records and asks other settings to share information with her. The childminder uses this knowledge to effectively support children as they move onto a new setting. This ensures the transition is strong and helps children to feel confident.

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

The childminder has extensive experience of working with children and in her role on the school governing board. As a result, she successfully implements the safeguarding and welfare requirements. She knows how to keep children protected and who to contact should she have any concerns. The childminder supervises the children at all times and maintains ratios so that children's individual needs are met. For example, on outings to a local play area, the childminder ties the gates to keep it secure and ensures all children understand the rules. Children's safety is further promoted as the childminder carries out risk assessments and daily visual checks. As a result, risks are minimised and children are kept safe. All required records are maintained, including a daily register and policies and procedures are shared with parents.

The childminder fully understands her responsibilities in meeting the learning and development requirements. She monitors the educational programmes across all seven areas of learning and the joint records show that children are making good progress

towards the early learning goals.

The childminder demonstrates commitment to continually improving her provision. She strives to improve her practice by considering her training needs and further developing areas, such as the range of resources. Overall, the childminder's process for self-evaluation is developing very well. She considers any improvements with her local authority support officer and her self-evaluation includes the views of parents and children. The childminder has addressed recommendations from the last inspection very well. For example, children benefit from using numbers in a water tray outside and other resources in the garden to promote and further enhance their interest and understanding of numbers. She recognises the need to present the book area attractively in order to encourage children's self-selection further.

The childminder has developed strong, trusting relationships with parents. Parents provide positive feedback on the service they receive. Partnerships with other providers are very effective. Where children attend nursery or school, information is shared about children's welfare and learning. The childminder provides them with a record of transfer and in her role as a governor at school she is able to aid the process through direct links with the teachers. This means that they are well-informed about children's current progress in their learning, which promotes continuity.

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	401124
Local authority	North Yorkshire
Inspection number	938040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	23
Name of provider	
Date of previous inspection	10/06/2013
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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