

## Inspection date

Previous inspection date

30/10/2013

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

- Children settle extremely well in this friendly and welcoming setting because high priority is given to working in partnership with parents. This ensures information about children's individual needs is shared effectively and the care they receive is closely linked to their home life.
- The childminder's open and skilful questioning of children during activities supports them to develop their vocabulary and consolidate their learning, while encouraging them to develop their own ideas.
- Children are offered a good range of activities, including opportunities to take part in visits and outings. These capture their interests and enrich their experiences, which means they make good progress in their learning and development.
- Children learn how to keep themselves safe and healthy through well-planned daily routines and age-appropriate activities.

### It is not yet outstanding because

- There is scope to extend further children's very good outdoor learning experiences, particularly in the childminder's garden.

## 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 the childminder's interaction with the children.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documents including children's development records, policies, procedures and risk assessments.
- The inspector observed the resources on offer in the living room and took account of how they are organised to support children's learning.

## 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 with her husband and two children aged nine and 11 years in the Catterick Garrison area of North Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog, a guinea pig and two hamsters as pets.

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 four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for family holidays.

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

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

- extend further the use of the garden to support children's good outdoor learning experiences.

## Inspection judgements

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

The childminder knows how to successfully promote children's learning and development, so that they gain the necessary skills and attitudes to be ready for their learning in school. Initially, she gathers detailed information from parents about their child's needs, which helps her to plan purposeful activities to support and extend their learning. The childminder observes children closely and assesses their progress to identify where any extra support may be needed. She uses this detailed information to plan activities on a weekly basis. Consequently, children show good development for their age and are making good progress given their starting points and capabilities. Relationships with parents are effective and make a strong contribution to ensuring children's needs are met. Children's learning files are used well as a communication tool with parents, which ensures they are fully involved in their children's learning and keeps them well informed of their progress. The childminder effectively gathers evidence to support the completion of the progress check at age two and makes sure parents are fully included in this process.

The stimulating, interesting and varied resources are very inviting for children, and the childminder uses them very effectively, along with the good quality of her teaching, to

support children's learning. The childminder supports children to settle quickly and enables them to have free time for self-chosen play mixed with a good balance of adult-led activities. Younger children develop their language and communication skills well as the childminder narrates on their play introducing new vocabulary to them. She responds to their babbling and repeats words back to them to develop a strong foundation to their speech and language. Children attend regular 'sing and sign' sessions where they learn to use sign language, which helps younger children to communicate their needs through non-verbal actions. Children learn about simple problem solving as they play with electronic resources, such as activity centres. They know that if they press buttons, the toy lights up and makes sounds, which they enjoy. These skills help children prepare for their future learning.

Children benefit from daily opportunities to play and learn outdoors. Learning opportunities are provided on visits within the local community. For example, children enjoy visits to the local stream, where they learn about nature and look for the small fish. In the park they enjoy the climbing frames, see-saw and swings which develops their muscle control and physical strength. Children also enjoy playing in the childminder's garden with a good range of resources. There is, however, scope to enable them to make further choices and extend their enjoyment and achievement in this area. For example, by providing a greater range of equipment to enable them to explore, build, move and role play.

The childminder has developed a good range of home-made resources, such as treasure baskets, which fascinate children of all ages and develop their sensory and exploration skills. The childminder has innovatively supported this play by making plastic bottles into a very stimulating resource for the children to experiment with. For example, more-able children enjoy using a magnet to move the magnetic shapes inside the bottle up and down. Through their experiments with the different bottles, they realise that the magnet works even through water. Younger children shake the bottles to hear the different sounds, and together the childminder and children look into them and chat about the little toys they can see, such as a car, a doll and a dog. The childminder effectively uses this simple activity to support all areas of learning with the children, and the quality of her teaching ensures each child is well challenged, making good progress and having fun.

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

Children's well-being is effectively supported and promoted by the childminder. She has a clear understanding of children's individual needs and responds to them in a calm and positive manner, ensuring they feel safe, secure and happy in her care. Children develop close bonds with the childminder and her family. She is very mindful of their emotional well-being and offers a gradual settling-in period so that they feel comfortable in her home and gain a sense of belonging. She supports children to make choices, and this means that they are confident to explore new experiences. Children clearly enjoy the childminder's company and are responsive to her support and reassurance. The childminder's regular outings and visits to child-orientated groups help children to develop confidence and independence in situations away from her home. This also helps children to prepare for a smooth transition to the local nursery and primary school.

Children learn about a healthy lifestyle as they are provided with well-balanced nutritious meals and snacks. The childminder works flexibly with parents who wish to provide their own meals for their children, and she actively encourages parents to provide healthy options. Children learn about good personal hygiene as they are supported by the childminder to use the bathroom. Posters near the sink act as a reminder to children to wash their hands. The childminder supports this learning through clear explanations. Physical play and fresh air are provided for each day and further enhance the children's opportunities to be healthy and active.

Children are kept safe in the setting and on outings as the childminder closely supervises them and gives them good attention. She has made good use of safety equipment in the home, such as safety gates and cupboard locks. Children are learning how to manage their own safety, for example, they learn about the importance of keeping the play area tidy and are quick to help the childminder to put the toys away after use. Children practise the emergency evacuation drill from the home, which the childminder keeps a record of, and they learn about road safety when away from the setting.

Transition arrangements are good and children settle well as the childminder meets with their parents and encourages them to spend time in her home, enabling her to follow their individual care routines. Good information is shared with the parents each day, supporting good partnership working. Daily chats and written daily diaries ensure that important information about children and their family lifestyle is shared to support children's continuity of care. Behaviour is managed in a very calm, caring and positive manner by the childminder. Children receive lots of praise and are confident to try new activities and develop new skills. Through consistent and positive intervention and reminders, young children learn to take turns and share toys, and they show care and concern for their friends as they play alongside each other. A behaviour policy is shared with the parents to enable them to be fully aware of how their children's behaviour will be managed. The childminder welcomes all children into her home and adapts activities according to their capabilities.

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

The childminder demonstrates a good understanding of safeguarding children. She confidently identifies possible issues and is well aware of the procedures to follow in the event of a concern with regard to children's welfare. All required household members are suitably vetted, and the childminder monitors who has access to the children. She completes robust risk assessments of the home, garden and outings, which ensure children are kept safe. The childminder has established effective policies and procedures to support the safe and efficient management of the service provided. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and well maintained. The childminder effectively monitors the delivery of the educational programmes within her setting and has clear procedures in place to observe, assess and monitor children's progress.

The childminder effectively evaluates her service and can therefore recognise her strengths and areas for improvement. For example, she has plans to access additional training and obtain a formal childcare qualification to enable her to further support children's care and learning. The childminder enthusiastically demonstrates her vision for her practice and shows an eagerness to ensure she continues to provide a high quality provision for children. The childminder includes parents and children in the evaluation of her setting to obtain their thoughts, views and ideas, and has targeted plans for future development.

Partnerships with parents are well established and given a high priority within the setting. The childminder talks to parents each day and shares a written diary about how their children have been while in her care and the activities they have taken part in. This, combined with weekly access to their children's developmental records, means that they are kept well informed of their children's progress and well-being. The childminder also shares a newsletter with parents every six weeks to enable them to know about upcoming planning and events. Parents actively share children's learning at home through contributing to children's diaries and learning records, supporting a joint and collaborative approach for children. The childminder has developed some links with the local school and nursery, although she does not currently care for any children who attend another early years setting. She works with children to enable them to develop their independence and manage their self-care skills, and this prepares them for school, which helps to ensure a smooth transition to the next stage of their learning.

### **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>	EY455708
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	918954
<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>	6
<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.

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