

Inspection date	20/08/2013
Previous inspection date	08/09/2009

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

- The childminder safeguards and promotes children's welfare effectively. She provides a safe, clean and welcoming environment that meets children's individual needs and helps them make good progress in their learning and development.
- Children are supported to acquire the skills and capacity to develop and learn effectively. They form attachments with the childminder and her team and build good relationships which fully promote their well-being and independence.
- Effective partnerships between the childminder, parents and carers are developed to ensure children's unique needs are fully met.
- Communication with other early years provisions children attend is effective, as they exchange information to support children's learning and development.

It is not yet outstanding because

- There is scope to enhance the opportunities outside for older children to develop their literacy; for example, through providing an environment that is rich in the written word, supporting children's learning about letters and sounds.

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 indoors, outdoors and looked at the areas of the premises used for childminding purposes.
- The inspector looked at children's assessment folders, 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 and assistant at suitable times throughout the inspection and spoke to parents and the children present.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

The childminder was registered in 1996. 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 age 18 years and 15 years. They live in a house in the Woodlands area of Scarborough, North Yorkshire. The whole of the ground floor is used for childminding, the bathroom is on the first floor. There is an enclosed back garden for outside play. There are two cats as family pets.

The childminder attends a childminding group with the children at the local children's centre. She visits the shops and park on a regular basis. She takes and collects children to the Childhaven Nursery and Gladstone Road School.

There are currently 13 children on roll, of whom 11 are in the early years age group who attend for a variety of sessions. She provides care all year round Monday to Friday from 6.30am to 6pm, except for family holidays. The childminder has a childcare qualification at level 3. The childminder works with two assistants, one has a qualification at level 3. She is a member of the Professional Association of Childcare and Early Years. The childminder provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance further the outdoor learning environment to support the older children to develop their literacy. For example, by providing labelling for resources and promoting recognition of and an understanding of the meaning of words.

Inspection judgements

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

The childminder places a strong emphasis on children learning through play. She provides them with effective support to ensure they make good progress across all the areas of learning and development, taking into account their starting points. Consequently, children are being well prepared for the next stage in their learning. She encourages children to freely access the range of well-organised resources following their interests to support their learning. Children problem solve and develop an understanding of shape and size in every day play. The childminder and her assistants interact positively with the children at all times encouraging their personal, social and emotional development effectively.

The quality of teaching is good. Children have many good opportunities to participate in a

wide range of activities and experiences. The childminder joins in with children's play and observes and supports the children. She interacts effectively based on the child's current learning objectives, such as counting to three when looking for the jigsaw pieces. Communication and language are well supported through stories, songs and lots of discussions. There is a mix of adult-led and child-initiated activities that are open ended, which allows the children to choose what they would like to do with a particular resource and to fully express their own ideas. The childminder organises her home well; resources are accessible and lots of displays promote children's interests. However, the labelling of resources outside, that develop the older children's understanding of writing for a purpose, is not fully promoted to maximise children's progress in literacy. Independence is well promoted through following simple tasks, such as hand washing before snack and putting on shoes and hats to play outside. The childminder takes children to the childminding group at the local children's centre and on various outings to places of interest in the local area, where they learn about their own community and socialise with other children. They use buses and trains to go on outings and children learn to keep safe when using public transport.

The childminder completes observations of the children and uses these to plan the next steps in children's learning and development. The observations and assessments of children's progress are used effectively to promote learning in all the areas of learning. She demonstrates a good understanding of the Early Years Foundation Stage and knows the children in her care very well. She bases her planning on children's interests and learning styles. She provides good levels of support to ensure children have many opportunities to make progress in their learning and development, taking into account their starting points.

The childminder completes assessments and a photographic record of what children do when at the childminder's setting; these are shared with parents to ensure they are fully informed of their child's progress. The childminder plans for the children's next steps and shares these with parents to support children's learning at home. This means that children are well prepared for the next stage in their learning. The childminder completes the progress check at age two and information is being collated to enable these to be completed as required. When children are ready to move on to school she completes an Early Years Foundation Stage profile to show where children are in their learning and development, supporting their transition.

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

The childminder is fully committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. Children have developed strong attachments to her and are happy and settled during their time spent in the childminder's home. She is a good role model and remains calm and focused at all times. The childminder has realistic expectations in accordance with children's ages and stages of development. Therefore, children respond positively towards her, demonstrating good behaviour. Children are settled and relaxed in the childminder's care. They develop their personal, social and emotional development by forming friendships and talking about children who are not present. The childminder prepares children for transition to other

providers, building their confidence and self esteem by attending the pre-school toddler sessions and the childminding group at the local children's centre where they socialise with other children. The childminder works closely with parents when children move settings to ensure children's transitions are smooth and well managed.

The childminder organises her home well and provides an enabling indoor and outdoor environment. She provides a good range of resources that the children can freely access, promoting free choice and building independence. The childminder is proactive in supporting understanding of diversity. Posters are displayed that support children's understanding of disabilities and children have opportunities to access activities and resources to support their understanding of diversity.

The childminder provides healthy meals and snacks, fresh fruit and water or milk, this is served to children in a social setting and children develop an understanding of eating together at the table. Children are provided with sufficient time for rest and relaxation, as well as, robust physical exercise. Children freely access the well-organised garden, where a range of activities promote children's learning and development. They visit the park where they can run and climb developing their physical skills. Therefore, children are developing an understanding of the importance of fresh air and exercise to promote their good health.

The childminder teaches the children to keep themselves safe, and works with them in developing their own understanding of this. For example, they have discussions about road safety whilst walking in the local community. The childminder implements ongoing risk assessments of her home and resources to ensure accidents are minimised. Fire evacuation procedures are discussed and displayed to enhance children's awareness of safety.

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

Children make good progress in their learning and development. The childminder observes the children in her care and makes assessments of their learning and progress in the prime and specific areas of learning. Personalised planning is in place and ongoing monitoring ensures their individual learning styles are met. Parents' and children's views are discussed and they are linked to the childminder's evaluation of her service. The childminder is aware of areas for further development and continues to attend training events to extend her knowledge and understanding to enable her to make further developments in her practice.

The childminder has a clear 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 she attends training to keep updated with safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required contact numbers are readily available and she ensures parents are aware of these at the onset of a placement. The adults in the home and working with the children have all been

cleared. The assistants have completed safeguarding training and attend training. The childminder monitors their work and ensures they meet the requirements of the Statutory Framework for the Early Years Foundation Stage. A range of updated policies and procedures underpin the welfare and safety of the children attending her childminding service. Written risk assessments are completed and she uses these to minimise the risks to children.

Partnerships with parents are good and they have access to a range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress which supports them to continue their children's learning at home through similar activities. The photographs, with her comments about where children are in their learning, keep parents well informed. Links with other providers of the Early Years Foundation Stage are in place and the childminder confidently discusses the necessity of sharing relevant information with regard to children's learning, development and welfare to ensure and promote children's progression.

The recommendations from the last inspection have been completed. She now has records of children's developmental progress in the different areas of learning and ensures parents are kept informed of where children are in their learning and development.

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	401024
Local authority	North Yorkshire
Inspection number	929198
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	13
Name of provider	
Date of previous inspection	08/09/2009
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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