

**Inspection date**

11/11/2013

Previous inspection date

05/03/2013

**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**

- The childminder provides a warm and welcoming environment for children, which results in them being happy and settled. An effective induction procedure ensures all children are included and their individual needs are met well.
- The quality of teaching and learning is good. There is a good balance of child-initiated and adult-led experiences that ensures appropriate challenge for children's age and stage of development. Consequently, they have ample opportunities to make effective progress in their learning and development.
- The childminder effectively raises children's awareness of the importance of good health. She is a positive role model and consequently, encourages a good understanding of how to achieve a healthy lifestyle.
- The childminder has built very good relationships with parents. They exchange information about the children each day they attend, maximising children's welfare and learning.

**It is not yet outstanding because**

- 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 areas of the premises used for childminding purposes.
- The inspector looked at children's assessment folders, the childminder's planning and self-evaluation documentation, safeguarding policies and procedures and sampled a selection of policies and children's records.
- The inspector spoke with 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 2012. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, 12 and 10 years in Sutton-on-Forest near York. The whole of the ground floor and the rear garden is used for childminding. The family have two dogs and a cat as pets.

The childminder attends activities in the community including the park. She collects children from the local school and pre-school. There are currently 18 children on roll and of these, four are in the early years age group and attend for a variety of sessions. The childminder currently operates term time only from 7.30am to 9am and 3.30pm to 6.30pm, Monday to Friday. She 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:

- enhance the opportunities for older children to see writing for a purpose in the home environment, for example, through the labelling of toy boxes to further support children's emerging literacy skills.

## Inspection judgements

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

Children have good opportunities to participate in a wide range of activities and experiences to support their learning. She provides them with good levels of support to ensure they make effective progress across all the areas of their learning and development. Children's progress in their learning is good in relation to their starting points as the childminder has a good understanding of how to engage children's interests and recognises that children best learn through play. They make very good progress in their physical, personal, social and emotional development and their communication and language. They are active learners and concentrate well on their freely chosen play. Younger children extend their concentration, playing with rice, using different tools to scoop and pour. The children's love of books is promoted very effectively by the childminder through lots of stories. 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.

When children start to attend the childminder she discusses their starting points with

parents and observes them at play to correctly identify their stage of development. Parents are kept well informed of the daily activities and given ideas to support their children's interests and learning at home. The childminder has implemented procedures to ensure the children's progress is monitored and assessed. She makes observations and takes photographs to show their ongoing development. The tracking books she completes for each child, identify the areas of learning and the next steps in their learning to ensure continual progression and any gaps identified are provided for. Her planning follows individual children's interests, stages of development and is supported by a wide range of activities both in the childminder's home and in the local community. They attend the local toddler group to develop social skills in a larger group and go for local walks promoting children's physical skills and understanding of the natural world.

The quality of teaching is good. There is a good mix of adult-led and child-initiated activities that are open-ended, which allow children to follow their interests and to express their ideas. The learning environment is well organised to provide opportunities for children to explore and play freely. The childminder effectively supports their individual interests and provides learning opportunities, enabling them to investigate and experiment with the resources she provides. The children use different tools for baking and model making, and enjoy paint using different size brushes to make their marks. Some colourful art work is completed by the children. The childminder is aware of completing the children's progress check at age two and information is collated to enable these to be ready when required. She understands how to involve parents and other carers in the assessment process and together they monitor the children's progress. The childminder works in partnership with other providers to ensure children are well prepared and have the key skills necessary for their future learning at school.

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

Children enjoy a warm and close relationship with the childminder. They are settled and comfortable in her care as well as confident and friendly when visitors arrive. The children enjoy stories and singing activities which help them develop attachment to the childminder and each other, while promoting their confidence and emotional well-being. Children's behaviour shows they feel safe in the childminder's home. There are simple house rules in place and these are reinforced with quiet reminders when required. Children's behaviour is good, the childminder provides a good role model for manners and consideration of others. Children learn to keep themselves safe by using good road safety practice when out in the community and learning how to use the available resources safely. The childminder supervises the children in her care very effectively.

The childminder has organised her home well, providing a wide range of resources and activities that children can freely access, promoting free choice and building independence. The children's physical development is fostered effectively by their use of the wide range of activities and equipment available outside to build their strength and promote their balance. They enjoy growing seeds and care for plants in the garden. They enjoy going shopping for the fresh fruit and vegetables the childminder provides. This reinforces their understanding of the need for a healthy diet to stay fit and well.

The childminder understands the importance of preparing children for the transition into her home and then on to pre-school and school, ensuring they are confident, independent in their personal care and able to communicate and follow instructions.

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

The childminder has a good understanding of safeguarding and knows how to protect the children in her care. She has undertaken training and has a good knowledge of the local child protection procedures should she have concerns. Areas used by the children are well organised and enable them to move around the premises and outside space safely and freely. Risk assessments and daily checks ensure the environment is safe for when children arrive.

The childminder has a good understanding with regard to her role and responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder provides a comprehensive range of activities which cover all the areas of learning. The children are able to choose what they wish to use. She has monitoring and assessment procedures in place that effectively assess their good progress. Activities are linked to their development needs, providing challenge and interest. Systems for observing what children can do are in place and the tracking of their learning journey shows special achievements and fun activities.

The partnerships with parents are good, they share information about their children each day and become closely involved in their children's welfare and learning. The childminder ensures they have updated information about her provision and the policies and procedures which she uses to provide a safe and welcoming environment. She has reviewed them in line with the requirements of the regulations. Her documentation shows she has good systems in place to support the children, and that she takes account of their individual requirements. The childminder is committed to providing quality care and learning for the children and works to keep improving her practice. As part of her professional development she has embraced the Early Years Foundation Stage and is using the stages of development to enable her to monitor and assess children's progress through the areas of learning effectively. The childminder provides many interesting activities that promote children of different ages joining together. For example, the younger children have access to large bricks and puzzles, which can be used safely, while older children use more challenging construction toys. She is confident about providing related activities for them as a secure foundation to their learning. The recommendation made at the last inspection has been completed, providing children with even more opportunities to learn about the natural world. The childminder asks parents and children for their views of the care she provides in order to ensure her service continues to meet their needs. The childminder has good partnerships with the local school and pre-school, which ensures consistency of care, although most exchanges of information about the children's development are made with parents.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY441349
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	938252
<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>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2013
<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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