

### Inspection date

13/12/2013

Previous inspection date

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

- 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 there is ongoing 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

- There is scope to enhance the outdoor learning environment even further to support children's interest in the natural world.

## 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 compulsory part 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.
- The inspector took into account documents provided for parents and written feedback available from parents.

## Inspector

Carol-Anne Shaw

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with her husband and two children aged three years and 14 months, in a house in the Eastfield area of Scarborough in North Yorkshire. The whole of the ground floor is used for childminding. There is an enclosed back garden for children's outdoor play. There are two chickens and six rabbits as family pets.

The childminder attends a toddler groups held in the children's centre and local school. There are currently six children on roll, of these three are in the early years age group all attend for a variety of sessions. Care is provided all year Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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

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

- enhance the learning opportunities outdoors, for children to access a wide range of natural resources and activities, for example, by providing a variety of resources reflecting the natural world, wood and natural materials to make dens.

### Inspection judgements

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

Children have many good opportunities to participate in a wide range of activities and experiences that promote their communication and language. They are well supported to speak and listen, through stories, songs and lots of discussions. There is a mix of adult-led and child-initiated activities that are open ended allowing the children to make choices in what they would like to do with a particular resource and to fully express their own ideas. The childminder joins in with their play where she observes and supports the children. She models how to use the resources, talking about the animals in the snow. She provides activities that meet the current learning needs of individual children, interacting effectively. As a result, the quality of teaching is good. A well-organised activity, for example, painting the salt dough Christmas tree decorations they have made, covering the children's interest in developing their individual creative expression. Literacy is well supported through accessing a good range of attractively displayed books and visits to the library. Independence is promoted through following simple tasks, such as hand washing before snack and after playing outside. The childminder takes children to toddler sessions and on various outings in the local area, where they learn about their own community and

socialise with other children. 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. Any gaps in learning are quickly identified and their learning objective included in the individual planning to ensure that children make good and sometimes rapid progress. Consequently, children are being well prepared for the next stage in their learning. The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively. She encourages children to freely access the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in everyday play.

The learning environment is highly effective indoors, it is rich in the written word and the enabling environment indoors and outdoors is effective in supporting children's learning. Indoors there is a good range of natural materials to explore, there are many interesting and unusual resources for children to examine the different textures. However, there is scope in the outdoor area to extend the range of natural resources and activities to further stimulate and challenge children's thinking about the natural world.

The childminder completes accurate observations of the children in the prime and specific areas of learning and uses these to plan for the next steps in their learning and development. The observations and assessments of children's progress are used well to promote learning in all the areas of learning. She demonstrates a very good understanding of the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and learning styles. The childminder completes a record of what children do, and this is shared with parents to ensure they are kept fully informed. The childminder plans for the children's next steps and shares these each week with parents to support children's learning at home. She is aware that it is important that children are well prepared to move on to other provisions. Their learning records are summarised at regular intervals to inform parents and any other providers of care that children attend. This means that children have the key skills necessary and are well prepared for the next stage in their learning. The childminder is aware of the 'progress check at age two' and information is collated to enable these to be completed as required.

### **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 very happy and settled during their time spent with her. 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 form friendships and photographs are available to show families and children who are not present. The childminder prepares children for transition to other providers, building their confidence through attending toddler sessions where they socialise with other children in a group.

Healthy snacks and meals are provided by the childminder, such as fruit and water or milk, which is served to children in a social setting. They develop an understanding of eating together at the table. Children are provided with routines that meet their individual times for rest and relaxation as well as robust physical exercise. Children freely access the garden, where a range of activities promote children's learning and development in many areas. 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 organises her home very effectively and provides an enabling indoor and outdoor environment. She provides a wide range of age-appropriate resources that the children can freely access, promoting free choice and building independence. The childminder is proactive in supporting children's understanding of diversity and books and resources that support children's understanding of differences and disabilities are freely available.

The childminder, through risk assessment of her home and activities, and effective supervision, develops children's understanding safety. She works with them in developing their own understanding of this. For example, she follows the 'Emergency' fire evacuation procedures and discusses with the children what went well and how they can make improvements for next time. They have discussions about road safety while walking in the local community and why it is important for them to wear their high visibility vests and to keep near the childminder when visiting the park. The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. The childminder is effective in enhancing children's awareness of safety.

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

Children make very good progress because the childminder observes the children in her care and provides many learning opportunities. She makes detailed assessments of their learning and progress in the prime and specific areas of learning. Personalised weekly planning is in place and ongoing monitoring ensures their individual learning styles are met. Parents and children's views are sought, she asks parents to give feedback through completing the questionnaire about her service and discusses with the children what they enjoy doing; these are linked to the childminder's evaluation of her service. The childminder reflects on her practice and is continually making improvements to her childminding service. She is proactive in seeking information from other childcare providers and reading to research different ways to support children's learning. She is aware of her areas for further development and attends ongoing training to keep updated to enable her to make further developments in her childminding service.

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 has attended training to ensure she is informed 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 made aware of these at the onset of a placement. A range of relevant policies and procedures underpin the welfare and safety of the children attending. 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 wide 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 observations and photographs with her overview about where children are in their learning, keep parents well informed together with her overview about the stage children are in their learning. the childminder has good links with other providers of the Early Years Foundation Stage. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure consistency of care and promote children's progression.

### **The Childcare Register**

The requirements for the compulsory 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>     | EY463745        |
| <b>Local authority</b>             | North Yorkshire |
| <b>Inspection number</b>           | 925882          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 4               |
| <b>Number of children on roll</b>  | 6               |
| <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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