

## Inspection date

Previous inspection date

08/01/2014

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 make good progress in their development and have a positive attitude to learning. This is because the childminder knows them very well and provides experiences that she knows they will enjoy.
- The childminder has a good knowledge of safeguarding and as a result, children are kept safe and secure.
- An effective evaluation process shows the childminder is clearly aware of the strengths of her practice and any areas to be developed.
- Partnerships with parents is strong, informative and helps to support children's learning in the setting and in their own home.

### It is not yet outstanding because

- There is scope to enhance the stimulating play area by extending the use of print, to support children's developing understanding of words and in children's home language.
- There is scope to improve the outdoor environment further in order to build on children's physical development.

## 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 carried out a joint observation with the childminder.
- The inspector observed children playing both indoors and outdoors in the garden.
- The inspector talked to a parent, children and childminder throughout the inspection.
- The inspector looked at a certain amount of documentation throughout the inspection.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register in Ripon North Yorkshire. The whole of the ground floor of the bungalow, except for main bathroom and bedroom and the rear garden are used for childminding. The childminder provides Montessori methods of childcare and works with a registered childminder and assistant. The childminder has rabbits 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 and collects children from the local schools and pre-schools. There are currently 16 children on roll, of whom 12 are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays and a week at Christmas. She is a member of Professional Association for Childcare and Early Years. The childminder cares for children with English as an additional language and also with special educational needs and/or disabilities. The childminder holds 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 environment making it richer in print and pictures to further promote and support children's understanding of words and what they mean both in English and children's home language
- enhance and build on children's physical development by, for example, providing a rich range of play opportunities in the outdoor area that provides even greater physical challenge for children.

## Inspection judgements

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

Children thrive in this good quality provision and consistently demonstrate the characteristics of effective learning. Teaching is embedded in a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn, through the Montessori approach. The childminder's practice is good. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. For example through observing them and gaining in-depth information from parents about their progress at

home. This enables her to assess children's individual level of development successfully when they start in her care. Consequently, she plans activities and play experiences matched to children's individual needs to continue their learning and development. The childminder has good records that reflect her effective observation, planning and assessment processes. These help her identify children's learning needs accurately and to provide the necessary support for children. The childminder and parents work closely together to support children's progress consistently. For example, parents regularly view and make comments in their children's learning records and home contact books. The childminder completes regular reports of children's progress, which are also shared with parents. Therefore, children are making good progress.

Children benefit from a broad range of activities, outings and play experiences that promote their learning and development well. The childminder gains information about children's interests and needs and uses these to enhance children's learning experiences. For instance, where children need support in their colour recognition, she considers how she can adapt her planning in order to ensure that children progress in this area through good use of resources, such as playing games with the children that include matching the colours. The childminder skilfully questions the children as they play, for example, she shows them the different coloured counters and encourages children to match them up to the correct beaker. The childminder then asks the children to show different objects of red and green around the school room for them to compare. Such questioning supports children's learning through play well. The childminder also shows her quality of teaching as she knows when children want to play alone, without adult input and this is a strength and is promoted well through the Montessori method. Children play well with the different animals they count the penguins and know where they live when questioned 'in the arctic' children reply. Children get good opportunities to lead the activities and play and access a good selection of activities all at their height. However, there is scope to enhance children's early recognition of understanding of words and pictures around the home, including those of different languages to assist children who are bilingual.

Children play well together asking to play with the animals in the water, together they get the animals out and show each other the dolphins, whales and penguins. The childminder explains to the children that some of the animals are made of different material. Children respond quickly telling the childminder that they are not plastic. Children place the animals in the water and watch the material ones sink and tell each other how heavy they are. This child-led activity promotes children's confidence, self-esteem, develops their understanding of weight and different textures as well as learning to share and play with their friends. The children love the action songs that the childminder sings to them, they confidently complete the actions as they sing 'incy wincey spider' together. This raises children's confidence and helps promote early communication skills. The childminder has a good understanding of the requirements for the progress check at age two years. She has started to complete these and is working with parents and other professionals involved with the children. The childminder has good procedures in place for when children move on to school, she already has in place good links with local schools and pre-schools within the area, which successfully supports children with the transition process.

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

Children bond well with the childminder because she has a natural way of promoting their self-esteem. She encourages positive behaviour through effective management of feelings. Emotional well-being is strong and the childminder gives lots of praise and encouragement. Children feel safe and secure in their environment and are able to express their emotions without fear. For example, there are safety gates in place and fire drills practiced regularly to ensure that children are fully aware of how to evacuate the home. This ensures that children build on their social and emotional skills helping to embed the necessary skills ready for school.

There are opportunities for children to access the outdoor play area. The childminder provides suitable activities in the garden using resources that are age-appropriate. For example, they see the worm and watch how it moves 'very slowly' along the path. She takes children to the local parks, daily walks to school and places of interest to promote exercise. However, there is scope to improve the outdoor environment further in order to build on children's physical development, such as providing apparatus to climb on and crawl through to extend their physical development.

Children adopt healthy lifestyles. The childminder provides wholesome home-made meals and snacks to ensure children get a good balance of nutrition. Lunchtimes are very social times for children, where the childminder and her co-minder encourage good manners and nice behaviour at the table and hold conversations with the children. Children help themselves to their cutlery and place mats before having their meals and snacks. This builds on children's understanding of self-skills and independence. The childminder works with parents ensuring she follows daily routine's which mutually benefit the family. Children independence is further promoted well by children managing toileting routines, washing their own hands and wiping their noses. This develops a positive attitude towards children looking after themselves.

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

The childminder has a good understanding of her responsibilities of the welfare requirements for the Statutory framework for the Early Years Foundation Stage. She has all appropriate policies and procedures in place, which are reviewed regularly with her co-minder. The childminder has a clear understanding of the role for safeguarding and knows the procedures she should take if she has concerns about a child. Suitability checks are carried out on all adults living and working on the premises and she has up-to-date public liability and car insurance. Robust written risk assessments including visits to local parks are recorded and the childminder ensures that checks identifying potential risks in the home and garden are carried out daily.

The childminder attends training provided by the local authority and other advisory bodies. She keeps up-to-date with current teachings by sharing good practice with other childminders that she works with. The childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage ensures that she provides a well-organised and efficient educational environment for all children. This means

children make good progress in their learning. Her evaluation of her practice is good and through ongoing dialogue with early year's advisors, she is able to improve on her practice in order to achieve good outcomes.

The childminder works in partnership with other agencies. She knows how to contact relevant organisations for assistance and advice. Her knowledge of transitions enables her to help children who move into the area or attend more than one setting. This allows her to fully enhance her provision and support each child by gathering information to further extend the learning and development for each individual. The childminder liaises very well with parents daily and invites them to share home learning through the completing of contact books. Parents comment how pleased they are with the care and how well children settle and progress in their learning. The childminder meets with parents periodically to discuss their child's development, through parent evenings and ensures she works in partnership with them. This information is used to further the development of individual children in her care. As a result, children make good progress towards their next stage of learning and a good partnership with parents is in place.

### **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>	EY462778
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	924104
<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>	16
<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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