

Inspection date

15/01/2014

Previous inspection date

27/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 quality of the childminder's teaching is good and she has high expectations for their achievements. As a result, children make good progress.
- The childminder uses observation and assessment to effectively identify where children are in their learning and she uses information gathered to plan successfully for the next steps in their learning.
- Children learn to play in a safe and secure environment. They are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm.
- The childminder knows the children and their individual routines well. She provides good physical and emotional support for all children. As a result, they have developed close and caring relationships with her and have their individual needs met well.
- The childminder establishes effective partnerships with parents, sharing detailed information about her setting and their children's learning. As a result, they are kept fully informed and involved.

It is not yet outstanding because

- There are opportunities to enhance the stimulating play area further by extending the use of print, to support children's developing understanding of words and letters.
- The good working partnership with other providers children attend can be further strengthened to promote a more shared approach to children's ongoing learning.

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 talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed the childminder and children engaged in a good range of activities.
- The inspector looked at a range of the childminder's documentation, including children's records of learning, activity planning and her policies and procedures.
- The inspector acknowledged the views of the parents through the written documentation available.

Inspector

Lindsay Dobson

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. The childminder lives with her husband and son in a house in Brayton on the outskirts of Selby. The whole of the ground floor, two first floor bedrooms and the rear garden are used for childminding.

The childminder attends a toddler group and she visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently children on six roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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 stimulating learning environment by making it more rich in print to further promote and support children's understanding of words and letters
- strengthen further the positive partnerships with other early years providers where children attend, to support a more shared approach to children's ongoing learning.

Inspection judgements

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage. Her teaching is strong because she has a secure underpinning knowledge and understanding of the areas of learning, the levels children are currently working at and her expectations for their ongoing achievements are high. She provides a broad range of activities and experiences that promote children's development across all areas of learning. Children's language and communication is supported well as the childminder engages in purposeful conversation with them throughout their play. She talks to them about what they are doing, modelling the words appropriate to the activity. This supports the children with their emerging language acquisition. For example, children decide that the animals they are playing with have hurt themselves and they need to call the doctor. The childminder explains to the children that an animal doctor is called a vet and the children begin to use this term as they continue with their play. Children's developing language and literacy are further supported as they enjoy weekly visits to the library. They listen to stories being read to them, join in with singing time and choose their own books to take back to the childminder's home. This also supports their social development as

they meet with other children and take part in larger group activities. During the inspection children choose several books for the childminder to read to them including their favourite story of the 'Bear Hunt'. Children show good memory skills as they join in with the familiar text and actions with enthusiasm and excitement. The childminder also uses stories to support children in their own development, for example, 'Where's my potty' is a story the childminder reads with the children to introduce them to potty training. Children also learn how to respect books as they turn the pages with care and return them to the book box before they select another story. The childminder is beginning to work with some children on their recognition of words and letters. She discusses how she uses the stories to introduce the children to this as she encourages them to point to the pictures as she reads. There is however, further scope to extend this by making the stimulating learning environment richer in print to further encourage and develop children's understanding of words and letters as they play.

Children's physical development is promoted both in the home and when out and about in the community. Indoors the childminder and children play a game of throw and catch with a large ball. Children show good skills as they throw the ball to the childminder, who then gives them clear advice and instructions to enable them to catch the ball when it is thrown back to them. The childminder gives continual praise to children, this supports their emotional development, by raising their sense of achievement and self-esteem. Children show their delight as they catch the ball by shouting 'i did it' and the childminder responds by clapping and laughing along with them. Children's hand and eye coordination is also well-supported. Outside children play in the childminder's well-resourced garden and visit local parks and soft play centres where they have opportunities to practice their running, balancing and climbing skills on the large equipment.

The childminder obtains clear information about each child's individual needs, likes and dislikes, in order for her to ascertain their starting points and form an initial assessment. She successfully uses this knowledge to prepare and provide a good range of play and learning opportunities that meet their needs well and helps them to become engaged and motivated learners who achieve their next steps. Progress is tracked for each child and shared with parents along with details of daily activities, observations and experiences. Parents are encouraged to comment on their child's learning and development through their child's six to eight week summary, which the childminder provides them with and to share information about their child's activities and achievements at home. The childminder has good systems in place to complete the progress check at age two years. She has a good understanding of supporting children of all ages to make good progress towards the early learning goals and be prepared and ready for the move to nursery and school.

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

Children settle well in this warm and caring environment. The childminder supports children's security and well-being through a good settling-in procedure. She offers flexible visits to her home before children are left in her care and has in-depth conversations with parents during this time. As a result, children develop a positive and trusting relationship with the childminder and demonstrate their confidence to explore their surroundings independently. The information gained from parents when children start ensures that the

childminder tailors the care she provides to meet each child's individual needs. This supports a smooth transition between the children's home and the childminder's care.

The childminder is a good role model for children. She provides clear guidance to children on expected behaviour and they understand the boundaries within the setting. Children are kept safe in the home and on outings as the childminder closely supervises them and gives them good attention. She supports their awareness of potential risks through the discussions she has with them. The childminder also ensures younger children wear high visibility jackets when out in the community and understand the reason why. She has carried out thorough risk assessments of her premises, trips and outings and addresses areas for concern. The childminder promotes a healthy lifestyle with the children and works in close partnership with the parents with regard to the provision of meals and snacks. Children learn about good hygiene practices through everyday routines for hand washing and are well-supported by the childminder, for example, learning how to blow their noses. Physical play and fresh air are provided for each day in the childminder's garden, at local parks and soft play areas. This further enhances the children's opportunities to be healthy and active.

The childminder's regular outings and visits to local amenities such as child-orientated groups and the library help children to develop confidence and independence in situations away from her home. She also uses these situations to prepare children for the move to the local nursery and primary school to make transition as smooth as possible. The childminder provides a nurturing environment in her home and children display a confident and happy demeanour while they are in her care. For example, they are eager to explore and investigate the familiar surroundings but also enjoy the closeness and interaction they have with the childminder. The childminder adeptly involves children in activities that encourage them to learn how to concentrate during specified periods of time.

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

The childminder demonstrates a very secure understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and the indicators that may highlight a concern to her. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. The childminder has in place a full range of policies and all other required documentation, demonstrating her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living in the home have been checked to make sure that they are suitable to be in contact with children. Children are also protected in the event of an accident as the childminder has met the action raised at her last inspection by renewing her paediatric first aid certificate. Children are learning from the childminder how to keep safe during an emergency evacuation of the home as they regularly practise fire safety procedures.

The childminder gives high priority to working in partnership with parents and has implemented procedures, which supports good information sharing and continuity in children's learning and development. Daily discussions, regular access to their learning

journey and the childminder's text and telephone communications, all enable parents to contribute to and be part of this child-orientated setting. Parents receive daily feedback of their children's care needs and what they have enjoyed during their day. Some children have very recently started to attend other early years providers however, there is scope to develop these partnerships further to ensure a more shared approach to children's learning and development.

The childminder is positive about developing her childcare practice and this includes, her own understanding of good quality childcare through attending relevant training. She has produced clear development plans and aims for her provision and this forms part of her ongoing self-evaluation. In addition, she has been working closely with her local early years advisor and, as a result, has made good improvements since the last inspection. This includes, positively addressing the actions and recommendations raised. For example, she has improved her procedures for observing and assessing children, enhanced the opportunities for parents to be involved in children's learning and extended children's access to resources supporting the prime areas. This demonstrates a positive attitude towards continuous improvement. Effective systems are in place to monitor each child's progress. As a result, the childminder is able to plan activities which support and challenge children's interests and learning, promoting their good progress towards the early learning goals.

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

Unique reference number	400967
Local authority	North Yorkshire
Inspection number	914068
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27/03/2013
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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