

Inspection date	20/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an outstanding knowledge of the Early Years Foundation Stage. She is extremely skilled in using a wide range of different learning strategies to fully promote children's learning and welfare.
- Children explore the environment with confidence and enthusiasm. The childminder provides a welcoming and stimulating environment for children, which results in them being happy and settled.
- The quality of teaching and learning is highly effective. Robust systems ensure there is a 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 rapid and effective progress in their learning and development.
- Excellent self-evaluation and exemplary practice are in place which identify consistent developments that continue to improve quality.
- Highly positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development, maximising children's welfare and 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 observed children playing and 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, 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 with the children present.
The inspector checked evidence of the childminder's suitability and qualifications, and took into account documents provided for parents and the 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 and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged three and five years in Dunnington, York,. The whole ground floor of the house and the bedrooms on the first floor are used for childminding. There is an enclosed back garden for outdoor play. The family has pet guinea pigs.

The childminder attends toddler groups held in the village and the local childminder group. There are currently 10 children on roll, five of whom are in the early years age group and attend for a variety of sessions. Care is provided Monday to Friday from 7.30am to 6pm all year around, except for Bank Holidays and family holidays. The childminder holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- consider extending the use of the very good outside learning environment by providing greater opportunities for older children to see a wide range of written words, in order to maximise on their growing interest in literacy.

Inspection judgements

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

The childminder is an experienced teacher, consequently, her extensive knowledge and understanding of how children learn and the quality of her teaching are outstanding. She very successfully enables children to learn in different ways by giving them time to explore for themselves and providing exciting planned activities that focus on particular interests and aspects of their learning. Consequently, children continually develop new knowledge and skills and make rapid progress in their development. This means they are exceptionally well prepared to make the transition to school when the time comes.

The childminder pays excellent attention to promoting children's development in communication and language, constantly engaging them in conversation so they become fully immersed in hearing the spoken word. For example, as children play, the childminder models the use of language and encourages them to verbalise from a young age as they join in with action songs. Children's ideas are valued, which means they are motivated to contribute to sharing what they know and think, while at the same time the childminder sensitively extends their vocabulary by introducing more complex words to describe objects. The childminder also teaches children simple signing, to show them there are more ways to communicate than just the spoken word. This helps very young children to

make their needs known, even when their speech is not yet fully developed. For instance, one child confidently signs when the childminder asks if she would like some more fruit at snack time.

The childminder provides an extremely welcoming and stimulating environment for children to play and learn. Toys are presented at their height, for ease of access, which encourages children to make independent choices in their play. Large cushions are available on the floor in the lounge, with a range of books so children can sit and look at these comfortably. Children delight in this activity, which encourages them to develop a love of books from an early age. Posters are displayed at children's level and the childminder makes full use of these to further children's learning. For instance, she encourages a child to name the animals she can see on a poster depicting a world scene. Indoors, lots of pictures and words are displayed, such as those linking to pictures of animals, to show children print has meaning. Children's developing literacy skills are very effectively supported inside the home, although this is not quite so well developed in the outside learning area in order to maximise on all possible learning opportunities. The childminder makes comprehensive and detailed observations of children's learning and uses these to accurately identify their starting points and continually monitor and assess their progress. She makes sure parents are continually informed of their children's progress, so they know how well their children are developing in the setting. Parents are actively encouraged to add their comments to the regular summative assessments the childminder makes. Parents comment that they are highly delighted with the development their children are making. Parents are also encouraged to tell the childminder about their children's achievements at home. This enables her to plan precisely for the next steps in their learning, as she has a full picture of their development both in and outside her setting.

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

The childminder gives the highest priority to helping children to settle in her care. This means they feel safe and secure and have a good base for their future learning and development. Settling-in visits are offered so children become familiar with their new surroundings at their own pace. Excellent information is gathered from parents about children's individual needs, and the childminder meets these fully. Consequently, parents develop trust in the childminder and are totally confident about leaving children in her care. In turn, children quickly feel at home in their surroundings and move about the home confidently and independently. For instance, a young child feels assured to look at books in the lounge while the childminder attends to the personal needs of another in the adjoining room. The childminder treats each child with respect and they respond positively to her caring and patient manner. For example, as she changes the nappies of the youngest children, she explains what she is doing and how this will make them feel comfortable again. This helps children to understand why routines related to some aspects of their personal care are important.

The childminder gives excellent attention to promoting children's good health. They use the outdoor environment throughout the year to enjoy sand and water play, making dens or practising their emerging gardening skills. This means children learn that outdoor play

is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children delight in being outside and relish in the added dimension the freedom and space give to their play. Children have excellent opportunities to learn about food sourcing and healthy eating through first-hand experiences, so that even the youngest children learn about different fruits and vegetables and how these are important to a healthy diet. The childminder also supports children to learn about the importance of following good hygiene procedures. For example, she makes sure they use individual flannels to clean their hands after eating. This guidance very effectively supports children to develop confidence and independence in their self-care skills.

Children are provided with a range of highly stimulating opportunities to learn outside the setting. For instance, the childminder regularly takes them to a toddler group, different parks and the library, to enhance their experiences and so they become confident in meeting and engaging with others. She encourages children to recall the experiences of visiting historical homes, which successfully enables them to use talk to organise and sequence events and to view these positively. This further prepares them for the transition to school. Children learn to behave very well because the childminder gives them opportunities to gain confidence in their own abilities, which raises their self-esteem. For instance, she encourages children to use 'please' and 'thank you' from a very young age. Children learn to put on their shoes as they get ready to go outside to play, because the childminder gives them time and lots of encouragement to complete the task. This means children enjoy achieving what they set out to do because they are fully supported in learning to do things for themselves. The childminder sensitively encourages children to learn about personal safety from a young age. For instance, she explains why they need to wear high-visibility vests when they are out walking in the community, and learn to tidy away their toys when they have finished with them to prevent tripping hazards.

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

Very detailed policies and procedures are in place and these are implemented to a high level. This underpins the excellent management of the setting. The childminder pays exceptional attention to providing a safe and secure environment for children to play and learn. Comprehensive risk assessments are carried out regularly and daily checks ensure measures taken to minimise any hazards are in place and continue to be effective. The identity of any visitors is fully checked and a record is kept of their visit, so that the childminder can ensure no unauthorised person has access to children. Children are effectively and sensitively supervised at all times. The childminder has an excellent understanding of her responsibilities in terms of child protection issues. She is highly informed and confident in recognising the possible signs of abuse and knows the procedure to follow should she have any concerns about a child's welfare.

Partnership working with parents is given high priority. For example, they receive copies of the childminder's policies before the placement begins, which means they are fully informed of how the service operates. Individual diaries are used as an effective, two-way communication tool with parents. These, along with verbal discussion and photographs, provide parents with a very detailed account of how their child has spent their day, so

they do not miss out on any special moments. Questionnaires are used which effectively gauge parents' satisfaction of the service. For instance, the latest ones include very positive comments, such as 'My child is becoming much more independent and confident' and 'My child has made excellent progress since attending the childminder'. The childminder has highly effective links with other early years settings children also attend. Information about children's learning across the settings is shared fully, promoting a cohesive approach to supporting their development.

The childminder's teaching qualification has an extremely positive impact on children's levels of progress. She has an exceptionally clear vision for her service and puts children and their families at the heart of this. She gives the highest priority to reflecting on the quality of her service. This enables her to complete a very detailed self-evaluation document, which plays an important part in helping her identify her strengths and areas for further development, and to effectively plan for ongoing improvements. Children's opinions are actively sought as part of this process, with the views of older children used to shape the planning of activities during the school holidays. The childminder carefully monitors the effectiveness of the educational programmes and the individual progress of all children. For example, she makes regular summative assessments of children's development and keeps information to monitor their progress in all areas of learning. She makes regular observations of children's learning styles and makes sure their needs are fully met. Consequently, children are keen learners and show the characteristics of effective learning. The childminder ensures all children are well supported in all areas of learning, and particularly uses the outside area well to support those children who learn more effectively outdoors. However, there is scope to build on this excellent work by maximising opportunities for children to further develop their literacy skills when playing outside. The childminder works closely with all parents to ensure their needs are known and met. This means children receive tailored support to reach their full potential. The childminder regularly attends further training to support her professional development and increase her knowledge. She shares good practice with other childcare and teaching professionals. The childminder is fully committed to continually enhancing the outcomes for children's 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	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	EY445286
Local authority	York
Inspection number	894523
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
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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