

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

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 quality of the childminder's teaching is very good. As a result, children make rapid progress in their learning and enjoy a broad and varied range of play and learning opportunities.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Safeguarding procedures are secure. As a result, children are well-cared for and protected.
- Children enjoy warm, caring relationships with the childminder who effectively supports their personal, social and emotional development.
- The childminder regularly takes the children to local groups within the community to help them socialise with others and to be well prepared for their move to school and other settings.

It is not yet outstanding because

- There is further scope to enhance the opportunities for children in the outdoor area in order to extend and enrich their learning even more.
- Younger children do not have consistently rich opportunities to learn through exploration and investigation of natural materials and everyday objects in their free play.

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 the children and the childminder engaged in activities in the designated play area and the garden.
- The inspector talked to the children and the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of the childminder's documentation and acknowledged the views of the parents through written information.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and two years in a house in Acomb on the outskirts of York. The whole of the ground floor and the rear garden are used for childminding. The family has a pet rabbit.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised childcare qualified to level 5.

What the setting needs to do to improve further

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

- extend further the use of the garden to support children's outdoor learning experiences

- enhance play and learning opportunities for younger children by providing a greater range of natural materials and textures for them to independently explore.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and fully supports children to make good progress. Successful monitoring of the educational programmes ensures that all aspects are built in successfully. Planning is well thought out and meets children's individual needs well. Individual learning files are in place for all children, and these include photographs, creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The childminder works carefully with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date with their child's progress; this includes the completion of the 'progress check at age two'. This, along with the childminder's positive engagement and interaction with children, helps to combine their learning, particularly in the prime areas of development. This shows the quality of teaching is good. Assessment is used effectively to plan for children's next steps in learning and, as a result, the

childminder provides a very good range of stimulating activities, experiences and challenges for the children.

The childminder provides an inspiring learning environment indoors, covering all areas of learning. She displays and labels resources well so that they are accessible for all children, enabling them to make their own choices. The outdoor environment is also used well. There is however, scope to improve opportunities for children to use open-ended resources in different ways and to access all areas of learning during outdoor play. Children take pleasure in spending time with the childminder as they participate in a variety of appealing activities. The activities are planned in advance, although the childminder ensures that this is very flexible to allow children to do what they want, explore and follow their own ideas. All activities effectively reflect children's individual interests while supporting their good progress which helps children to develop their characteristics of effective learning. For example, children choose to play with the play dough. All areas of learning are supported in this activity for both young and more able children. They access scissors to open the new packets of dough. More able children knowledgably talk about the colours they see and how many packets of dough there are. Younger children squeeze the dough through their fingers and use tools to make shapes which they excitedly show to the childminder. Words and picture cards for the children have been made by the childminder to use with the dough, for example, the word stretch and a picture of the dough being pulled apart. More able children copy this action and tell the childminder what they are doing, they point to the card and the childminder repeats the word stretch. This reinforces and confirms new vocabulary and supports language development well. Young children enjoy this activity but quickly move on to explore others areas of the play space. There are a good range of resources for them which are age appropriate, however, there is room to enhance the resources freely available made from natural materials to extend their investigations of feel and texture. The childminder skilfully asks children questions as they play which help them to think and find out things for themselves, such as 'Which one is bigger?' and 'What do you think?' This promotes children's thinking and problem solving skills and gives them confidence to speak about and develop their own ideas in play. Children extend their creative and thinking skills on a daily basis as the childminder's interactions challenge the children effectively. The childminder communicates with children constantly, speaking about what they are doing and talking sensitively to them as a matter of routine. She encourages children to expand their vocabulary through questioning and explanation as they gain confidence in constructing sentences. This helps children have the key skills needed for their next stage in learning. Children's personal, social and emotional development is supported well.

Children's independence is promoted very well by the childminder who instinctively supports them at every opportunity. Snack time provides chances for children to choose a snack and then be fully involved in its preparation. For example, more able children use small knives to butter their crackers before spreading cheese on the top. The younger children are given good support but also have a chance to use the cutlery and experiment and try for themselves. Prior to snack children access the bathroom and wash their hands before selecting their own towel to dry them on. When children ask to go into the garden they gather their own coats from the low level hooks which display their names and attempt to put them on. In the garden children have space to run about and play bat and ball games. Children of all ages spend extended periods of time enjoying a favourite

garden activity of playing on the swings. These activities further support children to make independent choices in their play and supports their physical skills and development.

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

Children enjoy a warm and secure relationship with the childminder and she welcomes them into her home. The childminder takes time to get to know the children very well. Children are relaxed with the childminder, and are confident and at ease within her child friendly environment. Consequently, the childminder ensures children's individual needs are effectively met which promotes their well-being. The childminder works closely with parents from the start of their child's placement and gathers a full range of information, including any specific needs, and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines promoting a smooth transition into the childminder's care. The childminder plans effectively to make sure children are happy and have plenty of attention to make them feel special. The relationship between the childminder, the children and their parents is successful in ensuring quality care for all children. Children feel secure and flourish in the care of the childminder because they form very secure emotional attachments. They smile and laugh with the childminder and enjoy the closeness they develop. For example, they invite the childminder to join in their play and younger children regularly approach her for a cuddle. This gives children a strong base and the confidence and self-esteem to progress and try things for themselves. As a result, children are very much enthused, interested learners who participate willingly in games and activities. Children are very confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's growing independence in making decisions about their own play and learning.

Children are polite, well-mannered and are learning to control their own behaviour well because the behavioural rules are embedded within the setting. Reminders and positive reinforcement means children receive consistent messages. They build good relationships with their peers and develop their social skills well. The childminder is very skilled in developing children's independence and learning during play and daily routines. She talks to children about what they are doing so that they understand risks and managing their own safety. As a result, children begin to recognise dangerous areas and understand the need to do things differently to keep safe. Children wear fluorescent jackets during trips in the community, so they are clearly visible. Children comply fully with expectations and learn to keep themselves extremely safe in an emergency through practising the escape plans from the home. Children are eager to share what they know about safe road crossing, for example, waiting for the green man before you cross. Becoming increasingly safety aware means children gain essential skills to keep themselves safe and support them in the future.

The good consideration given to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit or crackers and cheese. Food and drink is provided by the childminder who takes account of individual needs. Independence is very effectively supported at these times as children make their own choices for snacks and help to prepare these with support from the childminder. They

enjoy lots of fresh air and exercise and benefit enormously from being able to play outdoors in the childminder's garden when they wish. Children enjoy using the local community for trips and outings, which further promotes aspects of their physical play. For example, regular trips to the park support children's physical development and enrich their understanding of the wider world. Children regularly attend child orientated groups where they can mix with others freely. Children are well prepared for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, building friendships and their self-care.

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

The childminder has a very clear understanding of safeguarding issues and her responsibility to protect children from harm. She has completed child protection training and advises parents of her responsibilities through discussion and access to a broad range of policies and procedures. The childminder implements robust risk assessments which help to create a child-friendly and safe environment for children to play and explore with confidence. She remains constantly vigilant and reassesses the environment to reflect the ages and level of understanding of the children that attend. In addition, the level of close supervision offered to the children is consistently good.

The childminder monitors children's progress well and has a very good awareness of their abilities and skills. Her well thought out planning helps her to ensure that she covers each area of learning. There is a very good balance of adult-led activities and times for children to enjoy self-exploration and follow their own ideas. The childminder also takes into consideration that children develop at their own rate. The childminder is enthusiastic about her work with the children and demonstrates a very positive attitude to continually raising the quality of the care she provides. She is using the Ofsted self-evaluation form to effectively identify her strengths and areas for continued development within her provision. The childminder reflects on her provision and seeks the views of the parents and the children to enable their thoughts and ideas to support future enhancements. The childminder has identified some areas for improvement, for example, extending the resources she provides which strengthen the children's and her own knowledge of diversity. The childminder is a well-qualified childcare practitioner with good experience to promote learning with the children. Her future plans also include her attending further training to gain her full honours degree in childcare. As a result, she is able to meet children's individual needs and provide the high quality care she strives for.

The childminder keeps parents well informed about her childcare provision. She shares a very detailed parent's pack which includes the policies and procedures that underpin her childminding practice. As a result, they fully understand the care their child will receive. The childminder exchanges plenty of information with parents, so that they are clear about their child's daily activities and the progress they are making. They have free access to and discuss their child's learning record; this keeps them informed about current development and offers clear information about how they can continue to support their child. Parents also add their own observations and comments sharing their children's experiences from home. As a result, parents gain a good understanding of their child's

progress and have a collaborative approach to effectively continuing children's development at home. Parents share their positive comments about the childminder and the care their children receive, for example, 'the childminder has made my return back to work so much easier'. The childminder works hard to develop her partnership working with other settings children attend. This supports a joint approach to children's learning and enables them to make the best possible progress.

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	EY415352
Local authority	York
Inspection number	808783
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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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