

Inspection date	13/01/2014
Previous inspection date	09/09/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 swiftly identifies children's starting points and plans challenging and exciting experiences across the seven areas of learning.
- The childminder uses a range of highly effective methods to engage parents. As a consequence, information is consistently shared about children's learning and development so that they can continue their learning at home.
- The childminder plans experiences for the children that strongly focus on developing their communication and language skills, which ensures that children are confident to share their ideas and thoughts.
- The children's behaviour is exemplary as a result of the childminder's high expectations. This effectively promotes the children's confidence, preparing them for new challenges in the future.

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 toured the parts of the premises used for childminding.
- The inspector discussed the progress of the children with the childminder.
- The inspector observed the childminder playing with the children.
- The inspector looked at a range of policies and procedures, including procedures for keeping children safe.

Inspector

Rose Tanser

Full report

Information about the setting

The childminder registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is registered as her assistant, in Elvington on the outskirts of York. The whole ground floor of the house is used for childminding purposes, with toilet facilities situated on the first floor. There is an enclosed rear garden for outdoor play.

The childminder operates from 7am to 6pm, Monday to Friday, all year round, except Bank Holidays and family holidays. There are currently 23 children on roll, five of whom are within the early years age group. The childminder provides places for children in receipt of three- and four-year-old funding. She attends a local pre-school group and has strong links with the local school. The childminder 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:

- continue to embed the already strong focus on developing children's independence by giving them responsibility for deciding when they want their snack time, rather than at planned times during the daily routine.

Inspection judgements

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

The childminder ensures that every child attending the setting has broad range of exciting experiences across all areas of learning, inside and outside. The exceedingly strong focus on encouraging children's language and communication skills results in them all making excellent progress from their starting points, especially the children whose starting points are significantly below expected stages of development. Children enthusiastically explore resources independently and share their thoughts and ideas through their comments or actions. For example, a young child bangs the wooden objects in a treasure basket together and repeats these actions when playing with musical instruments. These superb opportunities help the children to begin to link learning across different contexts. The childminder shows an excellent understanding of how to identify learning opportunities when the children are engaged in their self-initiated play. For example, she observes that a child is showing an interest in writing letters and numbers, and provides paint and other mark-making materials so that this interest can be represented in different ways. The childminder extends this interest through teaching the child how to say the sounds in simple words, supporting the development of early reading and spelling skills.

The daily routine allows children to follow their interests and meets their needs exceedingly well. The children look at an animal book together and the childminder uses this opportunity to help them learn the names of the animals, giving them opportunities to make very rapid progress in their acquisition of new vocabulary. The childminder plans activities to support children's all-round development across all areas, based on the observations she makes. The experiences for the children are rich, varied and imaginative and show an excellent understanding of how children learn. For example, the childminder plans a music making activity to teach the children simple beats. Before the planned activity she gives the children an opportunity to explore the instruments before using them in the planned task, promoting their development as learners.

Every child has a detailed learning journey, including observations, assessments, planning and photographs. The childminder swiftly identifies children's stages of development and uses these to plan next steps. Parents are fully involved in these assessments. They visit with their children before the starting date to ensure information is shared and children enjoy smooth transitions into the setting. The childminder allocates time to explain the principles of the Early Years Foundation Stage to parents, helping them to understand how the activities and experiences in the setting will support children's progress towards the early learning goals. Parents continue to be fully involved in their children's learning. The two-way flow of information between home and the setting means that children's changing interests are supported and any concerns about their learning and development are addressed, so that children are well prepared for the next stages in their learning. Most children go from the setting to the local primary school. The reception teacher in the school uses assessments made by the childminder to establish the children's starting points. Consequently, the move from the setting to school continues the children's learning journey.

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

The children settle quickly and form extremely strong relationships with the childminder. The younger children play cooperatively with the older ones and their behaviour shows that they feel safe in the setting. The children make rapid progress in their self-confidence because their achievements are identified and the childminder is highly skilled at supporting this. As part of the daily routine, the childminder shares expectations, including keeping the environment safe by putting away resources after the children have finished playing with them. This ensures that the children know how their actions can have an impact on others. Children's behaviour is extremely well managed and is appropriate for their stage of development. The childminder shares her support for the development of children's behaviour and self-control with parents, and this helps to establish consistency of approaches, both at home and in the setting. The childminder encourages the children to think about possible risks to help them develop their own assessments when trying new activities. For example, when the children are playing in the garden they need to navigate steps. The children also access the outdoor environment at the local school where they can play with a range of resources that encourage them to challenge themselves. These opportunities also help children to understand the importance of exercise as part of a healthy lifestyle.

The children enjoy an excellent range of accessible resources that encourage them to become increasingly independent when making choices. The childminder uses children's interests and home experiences to build their confidence and to motivate them to want to explore. One child brings in a photograph of herself on holiday, exploring the beach. The childminder introduces different materials to support the child in creating a sea collage, helping her to reflect upon her holiday experiences. The childminder demonstrates how to use new resources. The younger children spend time trying to manipulate the bolts in a construction kit, with the childminder's support and guidance. The childminder knows the children well and praises their efforts when they are trying to master new skills. All the children are encouraged to talk about what they are doing and their successes, helping them to become aware of their own goals. This results in them developing confidence in themselves as competent learners, and supports their school readiness.

The children bring snacks and packed lunches from home and parents are supported to provide healthy food. Mealtimes are taken together and provide opportunities to develop children's understanding of how food is an important part of a healthy lifestyle. To further help the children become increasingly assertive and independent in their choices there is scope for them to decide when they want to eat their snacks rather than to have them at fixed times during the day.

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

The childminder observes and interacts with the children and consequently makes robust assessments that are effectively used to plan experiences that will motivate children and help them to make rapid progress from their starting points. The children's progress across all the areas is rigorously monitored to ensure that they are making excellent progress in all areas of learning. This also ensures that any areas of concern are identified and appropriate interventions are put in place to close the learning and development gaps. For example, a child is identified as below age-related expectations in speaking. The childminder implements a targeted speech and language programme, supported by the speech and language service. The childminder continues with her professional development by attending local authority training on observation, assessment and planning, and this has further strengthened the rigour of assessments and identifying children's next steps. She ensures children's well-being through talking about their feelings and observation of their behaviour.

The children enjoy a safe environment where they can play and explore with confidence. There are written risk assessments for the home and garden which are regularly reviewed. The childminder also has a range of written policies to ensure the safety of children, which are shared with parents. She has an excellent understanding of how to report concerns about children to the appropriate authorities. The childminder has employed her husband as an assistant. He has attended safeguarding and paediatric first aid training, further strengthening safeguarding within the setting. There are documented records of fire drills to ensure the safe evacuation of children in an emergency.

The childminder has clearly identified priorities for improvement to support the children

attending the setting. She seeks the views of parents and children to evaluate how well she meets their needs through questionnaires and asking the children what they want to do while they are in the setting. The childminder has strong partnerships with the local school. The reception teacher visits the setting to meet the children, and the childminder organises visits to school to support transitions. The childminder works in partnership with agencies to support the needs of the children, including the local authority.

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	321264
Local authority	York
Inspection number	872115
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	23
Name of provider	
Date of previous inspection	09/09/2011
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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