

Inspection date	28/01/2014
Previous inspection date	28/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 childminder provides a warm and welcoming environment for children, which results in them being happy and settled. An effective induction procedure ensures all children are included and their individual needs are met.
- The quality of teaching and learning is good. There is a good balance of child-initiated and adult-led experiences that ensures that there is ongoing challenge appropriate for children's age and stage of development. Consequently, they have ample opportunities to make effective progress in their learning and development.
- The childminder effectively raises children's awareness of the importance of good health. She is a positive role model and, consequently, encourages a good understanding of how to achieve a healthy lifestyle.
- The childminder has built very good relationships with parents. They exchange information about the children each day they attend, maximising children's welfare and learning.

It is not yet outstanding because

- There is scope to enhance the outdoor learning environment even further to support children's interest in the natural world by ensuring it is rich in natural resources for children to further explore and investigate.

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 observed children playing and looked at 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. The inspector also sampled a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection and spoke to the children present.
- The inspector took into account documents provided for parents and written feedback available from parents.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory Childcare Register. The childminder lives with her family, in a house in the Huntington area of York, North Yorkshire. The whole of the ground floor is used for childminding. There is an enclosed back garden for children's outdoor play.

The childminder attends a toddler group held in the local children centre and other groups. There are currently four children on roll, of these, three are in the early years age group and attend for a variety of sessions. Care is provided all year round on Monday to Friday from 8am to 7pm, except for bank holidays and family holidays. The childminder has a level 3 childcare qualification.

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 opportunities outdoors so children can explore and investigate a wide range of natural resources and activities, for example, by providing a variety of resources reflecting the natural world, wood and natural materials to make dens.

Inspection judgements

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

Children have many good opportunities to participate in a wide range of activities and experiences that promote their communication and language. They are well-supported to speak and listen, through stories, songs and lots of discussions. There is a mix of adult-led and child-initiated activities that are open-ended allowing the children to make choices in what they would like to do with a particular resource and to fully express their own ideas. The childminder joins in with their play where she observes and supports the children. She models how to use the resources, talking about the Chinese New year and the animals linked to the different years. She provides fun activities that meet the current learning needs of individual children, interacting effectively. As a result, the quality of teaching is good. A well-organised activity, for example, making a collage with coloured rice, support the children's interest in developing their individual creative expression. Literacy is well-supported through use of a good range of attractively displayed books and visits to the library. Independence is promoted through following simple tasks, such as hand washing before snack and after playing outside. The childminder takes children to toddler sessions and on various outings in the local area, where they learn about their own community and socialise with other children. The childminder places a strong emphasis on children learning through play. She provides them with effective support to ensure they make good progress across all the areas of learning and development, taking into account their

starting points. Any gaps in learning are quickly identified and their learning objectives are included in the individual planning to ensure that children make good and sometimes rapid progress. Consequently, children are being well-prepared for the next stage in their learning. The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively. She encourages children to freely help themselves to the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in every day play.

The quality of teaching and learning is good. The learning environment is highly effective. It is rich in the written word and is effective in supporting children's learning. Indoors there is a good range of natural materials to explore, there are many interesting and unusual resources for children to examine a range of different textures. However, there is scope in the outdoor area to extend the range of natural resources and activities to further stimulate and challenge children's thinking about the natural world.

The childminder completes accurate observations of the children in the prime and specific areas of learning and uses these to plan for the next steps in their learning and development. The observations and assessments of children's progress are used well to promote learning in all the areas of learning. She demonstrates a very good understanding of the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and learning styles. The childminder completes a record of what children can do, and this is shared with parents to ensure that they are kept fully informed in order to effectively support their children's learning at home. She is aware that it is important that children are well-prepared to move on to other provisions. Their learning records are summarised at regular intervals to inform parents and any other providers of care that children attend. The childminder is aware of the requirement for the progress check at age two and information is collated to enable these to be completed as required.

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

The childminder is fully committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. Children are confident and want to show their learning journey, pointing out what they have done at the childminder's. They have developed strong attachments to her and are very happy and settled during their time spent with her. She is a good role model and remains calm and focused at all times. The childminder has realistic expectations in accordance with children's ages and stages of development. Therefore, children respond positively towards her, demonstrating good behaviour. Children are settled and relaxed in the childminder's care. They form friendships and photographs are available to remind them of families and children who are not present on a particular day. The childminder prepares children for the move to other providers, building their confidence through attending toddler sessions where they socialise with other children in a group, in readiness for school.

Healthy snacks and meals are provided by the childminder, such as, fruit and water or

milk, which is served to children in a social setting. They develop an understanding of eating together at the table. Children are provided with routines that meet their individual times for rest and relaxation as well as robust physical exercise. Children freely go into the garden, where a range of activities promote children's learning and development in many areas. They visit the park where they can run and climb, developing their physical skills. Therefore, children are developing an understanding of the importance of fresh air and exercise to promote their good health. The childminder organises her home very effectively and provides an enabling indoor and outdoor environment. She provides a wide range of age-appropriate resources that the children can freely use, promoting free choice and building independence. The childminder is proactive in supporting children's understanding of diversity and books and resources that support children's understanding of differences and disabilities are freely available.

The childminder, demonstrates effective supervision and develops children's understanding of safety. For example, she follows the emergency fire evacuation procedures and discusses with the children what went well and how they can make improvements for next time. They have discussions about road safety while walking in the local community and consider why it is important for them to wear their high visibility vests and to keep near the childminder when visiting the park. The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. The childminder is effective in enhancing children's awareness of safety.

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

Children make good progress because the childminder observes the children in her care and provides many learning opportunities. She makes detailed assessments of their learning and progress in the prime and specific areas of learning. Personalised weekly planning is in place and ongoing monitoring ensures their individual learning styles are met. Parents and children's views are sought. The childminder asks parents to give feedback through completing questionnaire about her service and discusses with the children what they enjoy doing. Their ideas and opinions inform the childminder's evaluation of her service. The childminder reflects on her practice and is continually making improvements. She is proactive in seeking information from other childcare providers and reading to research different ways to support children's learning. She is aware of the areas that would benefit from further development and attends ongoing training to keep her knowledge and skills updated.

The childminder has a clear understanding of her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and she has attended training to ensure she is well-informed about safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required contact numbers are readily available and she ensures that parents are made aware of these from the onset of a placement. A range of relevant policies and procedures underpin the welfare and safety of the children attending. Written risk assessments are completed

and she uses these to minimise the risks to children.

Partnerships with parents are good and they have access to a wide range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs, together with her overview about where children are in their learning, keep parents well-informed. Links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development with other professionals to ensure and promote children's progression.

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

Unique reference number	EY405189
Local authority	York
Inspection number	875261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28/09/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

