

Inspection date

Previous inspection date

30/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children make good progress in their development because the childminder provides them with a good range of learning experiences, both inside and outside the home environment.
- Children are cared for in a safe and well-managed environment, which means they are well protected and kept free from harm.
- Good communication with parents ensures information about children's individual needs is shared effectively. Consequently, the care children receive is consistent with their home life, which provides security and stability for them.
- Children have consistent boundaries and routines. This means they know what is expected of them, and as a result, they behave well.

It is not yet outstanding because

- Parents' views are not always incorporated fully in the childminder's evaluation of the service, to help in shaping future improvement.
- Partnership working with other early years settings children attend is not yet fully established, in order to offer the highest levels of continuity for children.

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 had a tour of the premises and observed children playing in the downstairs room of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector made observations of and discussed the outcome of a planned activity that involved children making play dough with the childminder.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2013 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 six and five years in the Acomb area of York. The whole ground floor of the home, the bathroom on the first floor and the garden are used for childminding. The family has a dog and fish as pets.

The childminder regularly attends activities at the local toddler group and children's centre, and visits the shops on a regular basis. She collects children from the local school and nursery. There are currently four children on roll, all of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Thursday all year round from 8am to 5.30pm, except for family holidays and Bank Holidays. She is a member of the 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:

- build on self-evaluation to fully incorporate the views of parents, to assist in developing the good service even further
- strengthen the ongoing sharing of information with providers of other early years settings where children attend, to ensure continuity of their learning is fully promoted.

Inspection judgements

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

The childminder is confident in her teaching and makes clear links between observation, assessment and planning. This means children are supported well in their learning and make good progress. Consequently, they have the necessary skills to further their learning when they start school. The childminder gives children time to play uninterrupted, which means they have good opportunities to direct their own learning. She knows when to join in to extend their ideas and help them solve problems, so they learn to think critically. For instance, she gives one child time to send trains round a track. At the same time she observes that the child is having difficulty keeping the trains on the track as she pushes them over and down a bridge. The childminder gives the child time to work out the problem for herself. When the child is not able to do so, the childminder sensitively explains that pushing the trains a little slower down the bridge will help them to stay on the track. The child takes this information on board and manages to keep the trains on the

track. The child's success is fully acknowledged by the childminder. This means children continually develop new knowledge and learn to adapt their play, so they do not become unduly frustrated.

The childminder provides an environment that encourages children to develop their independence, curiosity and the ability to explore. For example, an inviting area where children can sit and look at books is provided, which means they develop a love of reading from an early age. Pictures, words and objects linking to the current topic are displayed for children to refer to, such as those relating to the Chinese New Year. The childminder inspires children to take part in focused activities because these are planned to meet their interests. For example, one child requests making play dough again as he enjoyed this previously. The childminder promptly responds to this and involves all children fully in the experience. For instance, she supports them to learn about capacity by explaining they need two cups full of flour but only half a cup of salt for the mixture, which successfully supports their mathematical development. The children become fully immersed in the activity because the childminder is enthusiastic in her approach, which inspires them to sustain their interest. For example, as she adds water to the mix, she asks 'What does it feel like now?' The children giggle as they respond with 'gloopy'. The childminder explains that more flour is needed. She gives each child some of the mixture and shows them how to knead this. The children quickly copy her actions, which supports them effectively in using and developing their small muscles. They finally use the dough to cut out shapes to represent 'biscuits', which shows they are very confident in their creative skills.

The childminder gives good attention to supporting children to develop their communication and language skills. For example, she constantly engages them in conversation as they play, which means they develop their vocabulary. She asks them questions to make them think and gives them time to formulate their answer. This means children are not rushed and learn to work things out. For example, as one child plays with a construction game, the childminder says 'Your man has got four eyes, do you think that's right?' The child thinks and giggles as she responds with 'No, he should have two'. The childminder keeps parents fully informed of their child's progress in the setting, through the sharing of their development records and conversations at the end of the day. Parents keep the childminder informed of activities children enjoy outside her setting, so she has a full picture of their learning experiences.

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

The childminder knows children and their families well. Before their transition into her care she gains as much information as she can about their individual needs and makes sure these are met. This means children feel safe and emotionally secure in the childminder's care. Through her interaction and observations she gets to know children well and identifies their different styles of learning. For example, she knows one child is not keen on getting using his hands messy during activities. As a result, she provides a spoon for him to use instead of his hands when making dough. This means the child is comfortable to take part in the activity in a way that meets his needs. Consequently, he does not miss out on the learning experience. The childminder provides children with good opportunities to take part in activities in the local community. For example, she takes them to a local

toddler group, the library and activities at a children's centre. This means they have opportunities to interact with other adults and children, which gives them confidence in their social skills. This further prepares them for school.

The childminder gives good attention to providing children with secure routines and boundaries, which means they learn to behave well. For example, she makes sure children sit at the table to eat, which helps them to develop good manners and social skills. The childminder encourages children to go up to the bathroom independently when they become confident in toileting. She sensitively checks from the bottom of the stairs that they are managing and remembering to wash their hands afterwards. This means they develop confidence in their self-care. The childminder supports children well in learning to follow safe practices. For example, as one child curiously turns a lamp on and off, she explains that it is dangerous to play with electricity. The childminder acknowledges the child's interest in how things work and provides them with a torch instead, so she can satisfy her curiosity in a similar but safe manner. As she makes dough with the children, the childminder explains that after she has added hot water they need to leave the mix to cool down before they can use their hands, so they do not get burnt.

The childminder makes sure children's good health is promoted well. She provides them with opportunities to play out in the garden each day where they are able to use a variety of equipment, to develop control and coordination of their bodies. For instance, they dig in soil with spades, bounce on a trampoline and climb steps to a slide. The childminder sits with children as they eat and provides good support and guidance to help them develop a positive attitude towards mealtimes and healthy eating. For instance, she encourages them to eat all their lunch, so they keep their energy levels up. She provides fresh fruit for their snack and describes how she likes bananas as she eats one. She provides satsumas as she knows they are the children's favourite fruit.

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

The childminder manages her service efficiently. For example, clear policies and procedures are in place that set out her responsibilities for promoting children's safety and welfare. All required documentation is kept up to date and stored securely, to maintain confidentiality. Risk assessments ensure children are cared for in an environment that is clean and well maintained. Appropriate action is taken to minimise any risks, which means children are safe and accidents kept to a minimum. The identification of any visitors is checked and they are asked to sign the visitor log, which means there is no unauthorised entry to the premises. The childminder is confident in recognising the possible signs of abuse or neglect and knows to whom she should refer any concerns. This further protects children.

The childminder makes sure parents are well informed of how her service operates. For example, they receive a prospectus when they start, which outlines the business arrangements and what they need to provide. Information about the current topic is displayed, and chats at the end of the day give them a good picture of how their child has spent their time in the setting. However, the childminder acknowledges that she does not

consistently seek parents' views of the service. This means they do not play as active a part in helping to shape the service as they could do. The childminder makes regular observations of children's responses to the activities she provides and how they use the environment to assess their well-being and involvement. As a result of this, she has purchased more resources to meet the learning needs of very young children. The childminder has links with other early years settings children also attend but these are not yet fully developed. This means information about children's learning across the settings is not shared as well as it could be, to fully promote a cohesive approach to supporting their development.

The childminder monitors and evaluates her professional development effectively. She uses self-evaluation well to reflect on her strengths and areas for improvement, in order to move her service forward. She seeks advice from the local authority as necessary and regularly discusses good practice with other childminders. She uses publications from professional childcare organisations to ensure her knowledge of childcare issues is up to date. As a result of this, she has recently improved the quality of her observations of children's learning, to clearly show what they have achieved. This, alongside a 'tracker' sheet, enables the childminder to effectively monitor the educational programmes and ensure there are no gaps in children's learning. This means children are supported well in reaching their full potential.

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	EY462624
Local authority	York
Inspection number	932802
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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