

Inspection date	03/03/2014
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has robust safeguarding policies and procedures to ensure the children are safe and secure in the setting.
- The children make good progress in their learning because the childminder plans activities that challenge and motivate them.
- Parents are kept informed about their children's progress and their ideas are incorporated into the planned activities.
- The childminder works in partnership with other childminders and the local pre-school and school. This means that important information is shared so that the children's needs are swiftly met as they move on to their next stage of learning.

It is not yet outstanding because

- The children have fewer opportunities to strengthen their literacy and mathematical skills in the garden.
- Displays that help children to remember what they have learned are not all easily accessible.

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 childminder interacting with the children.
- The inspector spoke to the children and looked at recent parent questionnaires to obtain their views on the setting.
- The inspector looked at observations, assessments and planning for the children.
- The inspector looked at policies and procedures that are in place to keep children safe and healthy.

Inspector

Rose Tanser

Full report

Information about the setting

The childminder registered in 1998 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 13 and 10 years in Strensall on the outskirts of York. The whole ground floor of the property is used for childminding. There is an enclosed rear garden for children to access outdoor play.

Children are taken for walks and outings to places of interest within the local community. The childminder operates Monday to Friday all year round, except for family holidays. There are currently 13 children on roll, seven of whom are within the early years age group. The childminder holds a recognised childcare qualification at level 3.

What the setting needs to do to improve further

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

- introduce letters, words, signs and numbers in the garden to create more opportunities for children to develop their early literacy and mathematical skills outside
- use accessible interactive displays to further support and embed children's learning.

Inspection judgements

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

The children enjoy a wide range of exciting activities and experiences, and this motivates them to be active learners, getting involved and enjoying their achievements. They have many opportunities to develop a good understanding of the local community through visits to the park, library and school. The children's starting points are observed, so that planned activities provide challenge and they make good progress in the setting. The childminder effectively plans experiences for children that help them develop their knowledge of traditions within their own community and others. For example, Pancake Day is explored across the areas of learning. The children learn songs and number rhymes, decorate and eat pancakes, and create their own pancake using different media. There are photographs displayed of people from other countries. Parents are asked to share information about their children's interests and achievements, and this means that strong partnerships in learning are established from the time children start in the setting. The childminder uses a local authority tracking overview for each child. This shows the progress that is made over time and means that any concerns about children's learning and development can be identified and appropriate planning put in place to close the gaps. This supports children

when they move on to the local school to be ready for their next stage of learning.

The children have a large garden to develop their physical skills, using a good range of toys to push and ride, such as tractors, scooters and cars. They enjoy running and playing on the swing and slide. They are encouraged to use toys from inside, such as the dinosaurs, to enhance their play when outside. This gives them opportunities to develop their thinking skills and make links in their learning, and enables them to be creative and solve problems they might encounter. However, there is scope to further enhance opportunities for children to learn about letters and numbers outside.

The childminder shares the observations and assessments of children with their parents. She seeks their views on what they want their children to learn in the setting and ensures that these are incorporated into the planning. The childminder plans an activity to help children learn about the letters that make up their names, as parents want the children to know these letters to prepare them for school. The childminder hides the letters in a sand tray. She encourages the children to look for them and as they enthusiastically produce a letter from the sand she teaches them the sounds that the letters make and this helps their early literacy skills. There is a display of the letters of the alphabet in the room to remind the children how letters of the alphabet are written. However, it is not at child height so it is not easily accessible for them. This means that they can not always use this resource to further enhance their understanding of letters and sounds.

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

The children benefit from secure and warm attachments with the childminder. As a result, they quickly settle into the setting and this promotes their emotional well-being. The children behave well, which shows they feel safe and understand the rules. They tidy up the toys they have played with to prepare for snack time. The children undertake this with enthusiasm, getting brushes to sweep up the sand on the floor. They talk about the sand making the floor slippery and this helps them to begin to understand risks. The children visit the local school every week for a forest school session, where they enjoy jumping in muddy puddles and making dens out of natural materials. This gives them further opportunities to learn about taking risks, promotes their confidence and encourages them to try new experiences. The forest school sessions also help children to cooperate as they decide how to construct dens, listening to each other's ideas and suggestions.

The childminder has a calm approach with the children and supports them through being a positive role model. They enjoy the playful approach of the childminder when she sensitively joins in their play. She encourages them to take turns and share resources. This encourages the children's social development, and as a result, they demonstrate friendly behaviour when playing together.

The childminder builds strong partnerships with parents and this allows any concerns about the children to be shared. The children have daily diaries so that parents have a comprehensive record of their child's day in the setting. This builds further links between home and the setting. There are good arrangements for children who are moving to the local pre-school. The childminder takes the children to a group time especially for children

who will soon be starting there. Children who attend both settings have a diary to ensure important information is shared, and this promotes their well-being through consistent approaches by the pre-school and childminder.

The children are encouraged to be increasingly independent when managing their personal needs, such as washing their hands and going to the toilet. This means that children are developing in confidence to support them as they move on to the next stage of their learning. The children enjoy a range of snacks, including fruit and vegetables, and this develops their understanding of healthy eating. They have their own water bottles and these are accessible all the time. The children enjoy developing their physical skills in the garden and this is enhanced through visits to the local park.

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

The childminder fully understands the safeguarding requirements and provides a setting that ensures the safety of all the children. There are robust risk assessments for the setting and for visits to places in the local community, and these are regularly reviewed so the children can play and explore in safety. The childminder has a current paediatric first aid certificate and this means that she has a good understanding of how to deal with any accidents. There are an extensive range of policies and procedures which are shared with parents and are reviewed regularly, to ensure they continue to keep children healthy and safe. The childminder asks parents for important information about the children when they start in the setting to ensure their welfare and to continue their interests. She understands her responsibilities and the steps to take in the event of concerns about children.

The setting is stimulating, with a range of good quality resources. The childminder uses the local community to further extend the experiences children have while in the setting, for example, the local park and library. She knows the children extremely well through her observations and conversations with them. She has a strong understanding of the activities that will motivate the children, and this means that they make good progress in their learning and development. The children's progress is monitored to ensure that the children continue to make good progress across all areas of learning. Parents know how well their children are progressing in their learning and development. They give their views on what they want their children to learn and welcome ideas to enhance the children's learning at home.

The childminder works closely with other local professionals through the childcare hub. This involves other local childminders, the local school and pre-school. They meet and work collaboratively and this helps them to develop their knowledge of meeting the needs of the children through sharing their expertise. The childminder is reflective and continually strives to build on the strong provision. She sends out questionnaires to parents to obtain their views and asks the children what they enjoy doing while they are in the setting. This allows her to meet the needs of the children and families she serves.

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	321343
Local authority	York
Inspection number	872117
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	01/09/2011
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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