

Inspection date

Previous inspection date

03/03/2014

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 thrive in this respectful and caring setting. They develop secure attachments with the childminder, and as a result, have a strong base for their learning and development.
- Children are cared for in an environment that is carefully laid out and well resourced and they are provided with a good range of activities that take into account their interests and next steps. This means they want to take part.
- Partnerships with parents are very good because they are built on mutual trust, respect and understanding. This means the sharing of information is highly effective, which fully benefits children's ongoing care and learning.
- The childminder gives high priority to self-reflection and improving the quality of her service. This means the outcomes for children's care and learning are continually enhanced.

It is not yet outstanding because

- Occasionally, very young children are not fully encouraged to join in with planned group activities.
- Daily safety checks are not consistently effective in making sure potential hazards are kept fully out of children's reach.

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 rooms 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, policies and the childminder's improvement plan.
- The inspector made observations of and discussed the outcome of a planned activity that involved children singing with the childminder.
- The inspector took account of the views of parents from recent questionnaires they had completed.

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 four children aged 17 months, 14, eight and six years in the South Bank area of York in North Yorkshire. The whole of the ground floor and a bedroom and the bathroom on the first floor is used for childminding purposes. The family keep a dog as a pet.

The childminder regularly attends activities at the local children's centre and visits the shops and park on a regular basis with children. She takes children to, and collects them from the local school and nursery. There are currently nine children on roll, three of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday all year round from 7.30am to 6pm, 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:

- strengthen the opportunities for very young children to fully join in with planned group activities at their level of development
- develop a more comprehensive approach to carrying out daily safety checks, so items such as inhalers, are consistently kept out of children's reach.

Inspection judgements

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

The childminder is confident in the quality of her teaching and makes very clear links between, observation assessment and planning. This means each child is provided with activities that are tailored to their interests and aimed at promoting their next steps. These experiences are broadened by activities, such as visiting the local bakers, to learn about how items children like to choose for their snack are produced. This provides children with good first-hand opportunities to learn about processes and amenities in the local community, to support their understanding of the wider world. Consequently, children continually increase their knowledge and by the time they move on to school are motivated and enthusiastic learners. Parents are kept extremely well informed of their children's learning in the setting through the childminder's use of a secure, password protected, electronic recording system. This enables them to have instant access to accounts of their children's day, photographs of them at play, progress reports and the

planning for their next steps. Parents can add their comments of children's learning at home to the record, which means the childminder has a good picture of children's interests and progress outside the setting too.

The childminder gives high priority to supporting children's development in communication and language, which means they become confident communicators. For example, she supports older children to develop their vocabulary by teaching them words for less familiar body parts by helping them to draw a life-sized body and labelling the parts with pictures and text. Children delight in using their new found knowledge as they correctly point to, and name parts, such as the throat, heel, elbow and shoulders. Children have very good opportunities to join in with rhymes and singing which means they learn through repetition and word patterns. As the childminder leads such activities she makes good use of props, which means children have a focus. Consequently, they maintain their interest. For example, she provides sheer scarves of vibrant colours, which she encourages children to throw up in the air and scrunch in their hands to accompany a song about a rainbow. The childminder also encourages children to coordinate their movements to words of songs. Older children become fully engaged in this. However, occasionally very young ones are not fully encouraged to take part in such activities at their level, such as joining in with clapping their hands. This means opportunities for them to develop their small muscles and make connections in their learning are not supported as well as they could be.

The childminder gives careful consideration to the layout of her home, which provides children with a stimulating learning environment where they have freedom to explore at will. For example, a very young child delights in observing herself in a low-level mirror, showing that she is becoming self-aware, while an older child perseveres to complete a jigsaw she has chosen. This demonstrates children are empowered to become independent learners who are confident in finding things out for themselves. The childminder interacts skilfully with children as they play and encourages them to become critical thinkers. For example, as they make a den using a sheet and a table she asks them, 'where would be a good place for the door?'. This encourages children to make decisions in their play. In response, one child decides to have two doors. Once they have completed their den children delight in deciding which exit to emerge from. They squeal with laughter as the childminder extends their idea further by playing 'peek-a-boo' with them. This shows children have fun in their learning and are fully engaged. The childminder captures their enthusiasm for the activity as she takes a photograph and explains how she will share this with their parents at the end of the day. This positive recognition of children's achievements makes them feel good about themselves, and as a result, they develop confidence in their abilities.

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

Children's transitions into the childminder's care are managed in a caring and sensitive manner. This means they settle quickly and become emotionally secure in her care. For example, their specific needs likes and dislikes are recorded and parents complete a questionnaire that provides the childminder with further information about children's individual routines and how these can be met. Photographs of children who attend are

displayed at their level and used by the childminder to remind younger ones about others who attend. This encourages them to develop relationships, which promotes a family-orientated approach and one where everyone is valued. The childminder provides good opportunities for children to develop their social skills outside her setting. For example, she takes them to a playgroup each week. They visit the local bakery to choose and ask for items they would like for their snack and they regularly visit the 'reading cafe' situated in a nearby park. This gives children confidence to engage with other adults and children, which further prepares them for their transition to school.

The childminder expects children to be capable and encourages them to do things for themselves from a young age. Consequently, they learn to behave well, have high levels of self-esteem and become responsible individuals. For example, older children help to prepare vegetables to make soup for their tea and prepare sandwiches for their lunch. This means they make a positive contribution to the life of the setting. The childminder gives high priority to teaching children to follow safe practices. For example, as they use knives to chop up carrots and potatoes, she explains how to keep their fingers away from the blade. She reminds them not to wave the knife around, so others sitting close by are kept safe. The childminder uses genuine praise to acknowledge children's achievements, and as a result, they are proud of what they achieve. For example, one child reflects on the vegetables she has cut up and responds with, 'these will be nice in our soup'. Children are taught to look after their environment. For example, the childminder uses a tidy away song with them. As she quietly sings this children stop what they are doing, join in with the song and calmly put the toys away in the correct place. Parents comment on the effectiveness of this strategy and how they have implemented it at home too. This promotes a consistent approach and gives children secure routines across settings.

The childminder makes sure children are kept healthy. She provides good support and guidance, to help them develop confidence in their self-care skills, reminding them to use soap, for example, when washing their hands. The outdoor area at the childminder's home is not used for outdoor play purposes but she ensures children have daily opportunities to benefit from fresh air and exercise to keep them fit. For example, she takes them to the nearby park to use large play equipment, to open green spaces so they can run around and for riverside walks. The childminder sits with the children to eat and engages them in conversation. This makes meal times a relaxed and family-orientated experience that children look forward to. For example, they confidently help themselves to sandwiches and relish these all the more because they have been involved in making them first.

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

The childminder manages her service effectively. She has clear policies and procedures that show how her service operates and these are consistently implemented. For example, visitors to the home are not admitted unless the childminder is aware they are coming. They are asked to sign in and the log is available for parents to view at all times, so they are fully informed of who has been present. The childminder's safeguarding policy clearly outlines her responsibilities in terms of child protection issues and risk assessments are undertaken on all areas of the home and for outings. Safety equipment, such as gates,

effectively prevents children having unsupervised access to areas, such as the kitchen. Daily safety checks are also undertaken prior to children arriving. Inhalers belonging to a family member were left within reach of children at the time of the inspection. Therefore, although good checks are carried out for children's safety, these procedures can be made more robust by further monitoring of areas also used by others.

The childminder gives good attention to self-reflection. Parents are asked to express their opinion of the service, both verbally and through questionnaires. The childminder makes regular observations of children's well-being and involvement in the life of the setting and activities, to gauge how happy and content they are in her care. This enables her to compile a highly detailed self-evaluation document, which provides an accurate account of her strengths and areas for future improvement. A clear development plan is in place, showing targets and priorities to promote continuous improvement, thereby enhancing the outcomes for children's care and learning. The childminder gives good attention to her own continuous professional development. For example, she develops her childcare knowledge and teaching skills through attending further training. She is an active member of the local childminder support group. This enables her to share elements of best practice and to pool resources with one childminder, to mutually benefit children's play and learning. The childminder visits other childcare settings in the area to observe different teaching methods. Through attending a play session each week at one of these settings, she receives support and guidance from an early years teacher. This enables her to incorporate particular educational approaches into her practice, to vary children's learning experiences. Very effective arrangements are in place to monitor the effectiveness of the educational programmes the childminder provides and for tracking children's progress, to ensure they reach their full potential.

High priority is given to partnership working. Parents are kept extremely well informed about all aspects of the service through a secure online communication system. This gives them instant access to all the policies for the service, permissions they have given, contracts of care and photographs of their children at play. Verbal discussion also takes place each day and termly social gatherings are provided, which are often centred around seasonal celebrations, so parents can get to know each other. Parents express positive comments about the service they receive. For example, they state they are happy with the way their children have settled and find the online communication a very comprehensive method. The childminder has strong links with the local school nursery that children also attend. This greatly benefits children as it means open communication about their care and learning is maintained. Consequently, a cohesive approach to supporting their development is promoted. For example, the childminder provides activities, such as those linked to colour recognition that complement children's learning about this in the nursery.

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	EY467215
Local authority	York
Inspection number	935165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	9
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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