

Inspection date	07/03/2014
Previous inspection date	07/01/2009

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 quality of teaching and learning is good. There is a good balance of child-initiated and adult-led experiences that ensure 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 children enjoy their time at the childminder's home. They are involved in daily routines that help build their confidence and independence.
- Children are well safeguarded because the childminder has a clear understanding of her role and responsibilities, minimising potential risks to children.
- Information is shared effectively with parents regarding their child's daily activities and what they have enjoyed taking part in. Parents are fully informed of their child's stage of development.

It is not yet outstanding because

- There is scope to enhance the learning environment even further to support the older children's emerging interest in literacy, for example, by ensuring it is rich in the written word.
- There is scope to enhance the outdoor learning environment further to support children's interest in the natural world and providing further opportunities for them to explore and experiment.

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 spoke to the childminder and children at appropriate times throughout the inspection and observed lunchtime.
- The inspector observed children playing and looked at the areas of the premises used for childminding purposes.
- The inspector looked at a selection of documentation covering children's learning, risk assessments, self-evaluation and registers of attendance, and a selection of policies and children's records.
- Information from parent questionnaires and parents' comments in children's learning profiles were viewed.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

The childminder was registered in 2007 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 12 and nine years in Fulford, York, North Yorkshire. The whole ground floor of the house and bedrooms and the bathroom on the first floor are used for childminding. There is an enclosed back garden for outside play. The family has four pet cats.

The childminder attends the local childminding group and the library with the children. She visits the local shops and park on a regular basis and takes and collects children from the local school and pre-school. There are currently nine children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday from 8am to 5.30pm all year round, except for Bank Holidays and family holidays.

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 environment for the older children in order to maximise their literacy skills, for example, by providing labels on resource boxes to further promote the recognition and understanding of words
- enhance the learning opportunities outdoors so children can use a wide range of natural resources and activities to explore and investigate the natural world.

Inspection judgements

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

The childminder has high expectations for children's learning, and as a result, they make good progress given their starting points and capabilities. The childminder delivers good quality teaching and learning for all children. She demonstrates good practice and has good questioning skills that make children consider their responses before answering. This helps children to work things out, solve problems and think for themselves. For example, children look for straight and curved pieces to complete the train track. They discuss how many trains are green and if they are fast or slow, or if they are driven by steam or diesel. The childminder involves children in routine matters, such as organising the table and chairs for lunch. This shows children are actively involved in their learning and have the opportunity to develop their independence. Children maintain focus and are motivated to continue in their play for long periods of time. Therefore, the childminder knows how to

successfully promote children's learning and development so that they gain the necessary skills and attitudes to be ready for their next stage of learning.

The childminder provides a varied range of developmentally appropriate activities for children, with a good balance between those that she leads and those that children choose for themselves. However, there is scope to extend the opportunities available for older children to see more of the written word in the learning environment, in order to support their interest and skills in literacy. The childminder monitors children's progress to ensure no child is getting left behind in their development. She does this by observing children, recording her observations and making assessments of their progress. She shares these with parents, accompanied by photographic evidence. The system she uses is focused to show that she understands each child's individual learning needs, and to guide, shape and inform her planning.

The childminder's planning follows children's individual interests and stages of development. It results in the provision of a wide range of activities, both in the childminder's home and in the local and wider community, that actively support children's learning. Children attend the local toddler group to develop social skills in a larger group and they go for local walks, promoting their physical skills and understanding of the natural world. There is, however, scope to enable children to make further choices in the garden and extend the opportunities for them to experiment and explore more natural resources, to help children further develop their understanding of the natural world.

The childminder is fully committed to working in partnership with parents to ensure continuity of care and learning is achieved for children. Children settle well with the childminder; this is helped through pre-visits and meetings where parents share what they know about their children to complete a baseline assessment of their starting points. She shares information well with parents because she provides information linked to her planning to help parents be more fully involved in shared learning experiences. Parents use this information to extend their child's interests at home. This means they successfully contribute towards their child's learning and development. The childminder completes mini reports and, using shared knowledge with the parents, has planned targets to move children forward in their development. Parents are encouraged to add to and evaluate their child's learning folder regularly. This means they are kept extremely well informed of their child's progress.

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

The childminder creates an environment that is welcoming, safe and stimulating where children form secure emotional attachments and learn and develop effectively. Children play happily and talked willingly to adults. The childminder provides well-planned daily routines and age-appropriate activities. There are simple house rules in place and these are reinforced with gentle reminders when required. Children learn how to keep themselves healthy because the childminder provides appropriate opportunities for them to taste a selection of fresh fruits at snack time. They are actively involved in discussions and activities about where their food comes from. They have many opportunities to be physically active and go for walks in the fresh air, further supporting a healthy lifestyle.

They learn the names of different fruits and vegetables as they explore the wooden fruit and pretend to cut the water melon into pieces and make pretend sandwiches with peppers and tomatoes. Children learn to keep themselves safe as the childminder acts as a good role model. For example, they learn about road safety on the daily walk to school.

Children willingly take part in planned activities or suggest their own ideas. This shows they are developing positive attitudes towards learning that they will need for the future. Space in the home is used very well and offers children access to different areas of the setting. For example, children freely use the sitting/dining room and the playroom to play and relax in, or use the table where they have their meals to play games or enjoy creative activities. Different ages of children are often mixed together so they learn how to play and behave with each other. This helps younger children to be gradually exposed to and introduced into other environments, where they practise strategies that are part of being in a larger group of children, in readiness for school.

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

The childminder has undertaken training to keep updated and has a clear knowledge of the local child protection procedures should she have concerns. She confidently discusses possible signs and symptoms of abuse and so is able to recognise when a child might be at risk. The childminder ensures parents are fully aware of her role and responsibility in protecting all children in her care. All adults in the home are suitably vetted and the childminder monitors visitors to her home. The childminder has established a wide range of written policies and procedures and reviews these regularly. She completes detailed risk assessments of the home, pets, garden and outings, which minimises potential risks to children. All the required documentation is in place and is well maintained. This means that effective procedures are established to protect children.

The childminder has a good understanding with regard to her role and responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She provides a wide range of activities and experiences which cover all the areas of learning. She has monitoring and assessment procedures in place that effectively assess children's good progress from their starting points. The childminder has completed some self-evaluation of her provision and has identified clear strengths and areas for improvement. She has realistic plans and reviews and evaluates children's experiences to enhance her future planning. The childminder has a clear vision for the future. This includes enhancement of the outdoor environment to improve opportunities for children's learning. She is fully committed to working closely in partnership with the local school, playgroup and other childminders to make sure that children are well supported and benefit from consistency in care and learning.

The childminder continues to improve her service through attending a wide range of training courses to increase her knowledge, understanding and practice. Since the last inspection she has completed her level 3 home-based childcare qualification. This shows that the childminder is committed to providing quality care and learning for children and to broadening her practice. All the recommendations from the last inspection have been

addressed. Partnership working with parents is good, the childminder seeks their views and their written references confirm their high levels of satisfaction regarding her provision. Her partnerships with parents also ensure that they are kept well informed about their child's care and learning. The childminder has established links with many local facilities, such as the children's centre and the local school and pre-school. She confidently discusses the necessity of sharing relevant information about children's learning and development to ensure their progression is consistent.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY350182
Local authority	York
Inspection number	878341
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	07/01/2009
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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