

Inspection date	13/03/2014
Previous inspection date	16/09/2009

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

- Children make good progress in their learning and development due to the childminder's sound knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their development.
- The childminder builds close and caring relationships with children in her care, enabling them to feel confident and secure.
- Children feel safe and secure in the childminder's care as she provides a welcoming environment for them, where they have consistent boundaries and familiar routines.
- Children's welfare is promoted because the childminder demonstrates a good understanding of her responsibilities with regard to safeguarding and child protection. She ensures the home is risk assessed, and supporting policies to keep children safe are in place.

It is not yet outstanding because

- There are few opportunities for parents to share information with the childminder about what they know their child can do at home, so that all aspects of children's achievements are known and used effectively.
- There is room to improve the opportunities for the children to access further learning experiences in the outdoor area.

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 childminder's home, including the kitchen, garden and play areas.
- The inspector sampled children's progress records and a range of documentation, including the safeguarding policy and procedures, accident and medication records.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children.
- The inspector checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and improvement plan.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Harrogate. The whole of the ground floor and the rear garden are used for childminding. The family has fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except 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:

- maximise opportunities to gather information from parents on their child's learning, and use this shared knowledge to plan together and to think through ideas of how to move the child forward
- increase opportunities for children to experience all areas of learning in the outdoor environment, so that these are as effective as those learning experiences they have indoors.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and she understands how children learn. She provides them with a range of stimulating, planned and freely chosen play experiences across the seven areas of learning. This means children are motivated to learn and thoroughly enjoy their time in the setting. Individual learning files are in place and these include photographs, observations and assessments. These are linked to all to areas of development and are used to identify next steps in each child's development. The childminder uses effective observations and collects lots of varied evidence to inform her planning. As a result, she includes suitable activities, experiences and challenges for the children. However, there is scope to enhance the methods used to gather information from parents about all aspects of their children's progress. This is in order to further encourage all parents to have a full and active role in the observation and assessment process that supports their child's learning.

The play area is well resourced and offers the children a range of resources, such as books, puzzles, role play, small world and construction equipment. These are stored in boxes that are all accessible for the children to make independent choices in their play and learning. Books are displayed in a bookcase and children choose stories for the childminder to read. Children's early language development takes a high priority and is woven into their everyday experiences. For example, the childminder incorporates singing and action songs into their play to introduce new words and reinforce their understanding. As a result, children are engaged and motivated in the activities provided. She interacts with the children in a positive manner and at a level that provides them with lots of eye contact. This helps children to learn the importance of listening and to understand that the childminder is interested in what they are doing. She supports the youngest children to learn new words by introducing these as she talks to them and giving praise when children repeat these. The childminder talks with children constantly about what she is doing or what is happening while she is playing alongside them, and this helps them learn how to express their thoughts. Children are beginning to show curiosity about toys as they start to explore the toy boxes and the environment. For example, the childminder sits with a child using a shop till and encourages her to experiment with sounds as she pushes buttons and imaginatively pretends to work in a shop.

The childminder provides opportunities for children to engage in creative play, such as mark making and collage work. This type of play encourages experimentation and exploration while fostering the development of their physical movement, thinking and problem solving. The childminder values the children's work and has created books of each child's work, which they look through together in order to develop children's self-esteem. These opportunities for social play and associated skills of turn taking and communication support children to become active learners and prepare them for the next stage in their learning and the eventual move on to school. Children express a preference to play in the outdoor environment and the childminder responds to the wish immediately. However, the outdoor area has a less resources and so does not fully support the seven areas of learning and development. As a result, the learning experiences offered outside are not as effective as those provided indoors.

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

Children develop close and caring relationships with the childminder. As a result, they are well settled in their environment. From the outset, the childminder works closely with parents to settle the children into her home. This includes arranging for children to visit the childminder's home for short sessions with the parent and then without. This enables the child to become familiar with the environment and the childminder in the secure knowledge that the parent will return soon. Early information about children's care needs are gathered and, as a result, the childminder has a good understanding of children's individual needs and can plan activities around their stage of development and interests. There are lots of cuddles and gentle tones, which helps all children to feel secure and happy. Very young children seek reassurance from the childminder in the presence of the visitor and when exploring new experiences. For example, she recognises when children need the toilet or are hungry and meets their needs appropriately. Consequently, children

are happy and settled in the childminder's care.

Children's behaviour is good because the childminder takes a consistent approach in her expectations regarding how children behave and the boundaries of acceptable behaviour. She rewards good behaviour with praise and explains to children why certain behaviour is unacceptable. Children develop an awareness of safety because the childminder gives ongoing explanations, such as explaining about sitting on their bottoms on chairs at the table or explaining road safety when on outings. The overall atmosphere is one of calm, so children are happy and focused during child-initiated and adult-led play. The childminder enhances children's confidence and self-esteem by praising them and complimenting them on how clever they are when they try hard to achieve, such as when using jigsaws. As a result, children are gaining skills to prepare them for the next step in their development. Good hygiene procedures, such as hand washing, are promoted at all times and the childminder promotes healthy lifestyles in a variety of ways. For example, the children are offered fruit for snack and have regular access to fresh air. Children are learning to take care of their own personal needs as they access the bathroom and wash their hands in preparation for meals and after using the toilet.

The childminder extends children's knowledge about the local environment and the community through walks and by visiting different places, such as the park, farms and other local amenities. This means that there are plenty of opportunities for children to see and mix with other children. This also prepares them for the next stage in their learning, for example, when they start pre-school or nursery. Transition procedures are well established and the childminder visits the local school on a daily basis to collect children. She also links with the school to prepare for the transitions each year, and communicates well with parents and passes information to the school when needed.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding. She has completed training to support her understanding of child protection. Children remain safe and secure in the childminder's care as she conducts thorough risk assessments of her home, garden and outings. Clear records regarding medication and accidents are also kept and parents sign and date these. A comprehensive range of policies and procedures, which are shared with parents, meet all the welfare requirements to support the safe and efficient management of the setting. All adults within the home have undertaken suitability checks.

The childminder has completed a self-evaluation process, reflecting upon the strengths and weaknesses of her practice, which provides opportunities for her to review and evaluate her provision on a regular basis. She involves parents and children in her evaluation and seeks their input through questionnaires and daily discussions. For example, older children comment on their favourite foods and have created a wish list of equipment. The childminder monitors the educational programmes to ensure that children make good progress while in her care. Robust systems for the observation and assessment of children support her to achieve this. The childminder shows a commitment

to further professional development by attending relevant training events that become available and cluster meetings run by the local authority.

Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. Partnerships with parents are established and they are complimentary about the childminder and are very happy with the care and teaching that she provides. As a result, parents are aware of how their child is developing. This allows transitions to other settings to work effectively.

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	401308
Local authority	North Yorkshire
Inspection number	819254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16/09/2009
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

