

<b>Inspection date</b>	17/03/2014
Previous inspection date	16/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children are well supported with good teaching to acquire the skills and capacity to develop and learn effectively. They form attachments and build good relationships, which fully promotes their well-being and independence.
- The childminder safeguards and promotes children's welfare. She provides a safe, clean and stimulating learning environment that meets children's individual needs and helps them make good progress in their learning and development.
- The childminder effectively plans and organises the home environment, to ensure that every child receives an enjoyable and challenging learning and development experience.
- Self-evaluation is effective as the childminder reflects on her practice and is proactive in seeking information and uses this to make continual improvements.
- Effective partnerships between the childminder, parents and other early years provisions children attend ensure children's individual needs are fully met, and learning at home is promoted.

### **It is not yet outstanding because**

- There is scope to enhance the outdoor learning environment even further to support children's interest in the natural world by ensuring it is rich in natural resources so children can maximise their knowledge and understanding of the world.

## 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.
- The inspector observed children playing and looked at the areas of the premises used for childminding purposes.
- The inspector looked at children's assessment books, the childminder's planning and self-evaluation documentation, information from home about children's interests and a selection of children's records.
- The inspector looked at documentation that supports the safety of children, risk assessments, feedback from parents and a selection of the childminder's policies and procedures.

## Inspector

Carol-Anne Shaw

## Full report

### Information about the setting

The childminder was registered in 2009 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 nine and 12 years. They live in a house in the village of Copmanthorpe, York, North Yorkshire. The whole of the ground floor is used for childminding. There is an enclosed back garden for outside play. There is a dog as a family pet.

The childminder attends local groups and the library with the children. She visits the local shops and park on a regular basis. She takes and collects children from the local nursery and school. There are currently 11 children on roll, of these five are in the early years age group, they attend for a variety of sessions. She operates all year round Monday, Tuesday, Wednesday and Friday 7am to 6pm, 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 outdoor opportunities for children to access a range of natural activities and resources to develop their knowledge and understanding, for example, by providing a variety of resources reflecting the natural world, wood and natural materials to make dens.

## Inspection judgements

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

Children have many good opportunities to participate in a wide range of activities and experiences that effectively promote their communication and language. They are well supported to speak and listen, through stories, songs and lots of discussions. There is a mix of adult-led and child-initiated activities that are open-ended allowing the children to make choices in what they would like to do with a particular resource and to fully express their own ideas. The childminder joins in with their play where she observes and supports the children. She models how to use the resources, interacting effectively and as a result, the quality of teaching is good. She organises activities that follow children's current learning needs, following the children's individual interests. Literacy is well supported through accessing a good range of attractively displayed books and visits to the library. Independence is well promoted through following simple tasks, such as hand washing before snack and after playing outside. The childminder takes children to toddler sessions and on various outings in the local area, where they learn about their own community and socialise with other children. The childminder places a strong emphasis on children learning through play. She provides them with effective support to ensure they make good

progress across all the areas of learning and development, taking into account their starting points. Any gaps in learning are quickly identified and their learning objective included in the individual planning to ensure that children make good progress. Consequently, children are being well prepared for the next stage in their learning.

The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively. She encourages children to freely access the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in every day play. The learning environment is rich in the written word and the enabling environment indoors and outdoors is effective in supporting children's learning. Indoors there is a good range of natural materials to explore, there are many interesting resources for children to examine different textures. However, there is scope in the outdoor area to extend the range of natural resources and activities to further stimulate and challenge children's thinking about the natural world.

The quality of teaching and learning is good. The childminder completes observations of the children in the prime and specific areas of learning and uses these to plan for the next steps in their learning and development. The observations and assessments of children's progress are used well to extend learning in all the areas. She demonstrates a good understanding of the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and learning styles. The childminder completes a record of what children do, and this is shared with parents to ensure they are kept fully informed. The childminder plans for the children's next steps and shares these each week with parents to support children's learning at home. She is aware that it is important that children are well prepared to move on to other provisions. Their learning records are summarised at regular intervals to inform parents and any other providers of care that children attend. This means that children have the key skills necessary and are well prepared for the next stage in their learning. The childminder is aware of the progress check at age two and information is collated to enable these to be completed as required. The childminder is aware of working in partnership with others and is confident in sharing information of children's learning appropriately.

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

The childminder is committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. Children have developed strong attachments to her and are very happy and settled during their time spent with her. She is a good role model and remains calm and focused at all times. The childminder has realistic expectations in accordance with children's ages and stages of development. Therefore, children respond positively towards her, demonstrating good behaviour. Children are settled and relaxed in the childminder's care. They form friendships and photographs are available to show children who are not present. The childminder prepares children well for transition to other providers, building their confidence through attending toddler sessions where they socialise with other children in a group.

Healthy snacks are provided by the childminder, such as fruit and water or milk, which is served to children in a social setting. They develop an understanding of eating together at the table. Children are provided with routines that meet their individual times for rest and relaxation as well as robust physical exercise. Children freely access the garden, where a range of activities promote children's learning and development in many areas. They visit the park where they can run and climb, developing their physical skills. Therefore, children are developing an understanding of the importance of fresh air and exercise to promote their good health. The childminder organises her home well and provides an enabling indoor and outdoor environment. She provides a good range of age appropriate resources that the children can freely access, promoting free choice and building independence. The childminder is very proactive in supporting children's understanding of diversity and books and resources that support children's understanding of differences are freely available.

The childminder, through risk assessment of her home and activities, and effective supervision, develops children's understanding safety. She works with them in developing their own understanding of this. For example, she follows the 'Emergency' fire evacuation procedures and discusses with the children what went well and how they can make improvements for next time. They have discussions about road safety while walking in the local community and why they need to keep near the childminder when visiting the park. The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. The childminder is effective in enhancing children's awareness of safety.

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

The childminder has a clear understanding with regard to her role and responsibility in meeting the Statutory requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and she has attended training to ensure she is informed with safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required contact numbers are readily available and she ensures parents are made aware of these at the onset of a placement. A range of relevant policies and procedures underpin the welfare and safety of the children attending. Written risk assessments are completed and she uses these to minimise the risks to children.

Children make good progress because the childminder observes the children in her care and provides challenging learning opportunities for them to make good progress. She makes assessments of their learning and development in the prime and specific areas of learning. Her weekly planning is linked to her assessments and ongoing monitoring ensures their individual learning styles are met and they make good progress. Parents and children's views are sought, she asks parents to give feedback about her service and discusses with the children what they enjoy doing and these are linked to the childminder's evaluation of her service. The childminder reflects on her practice and continues to make improvements to her childminding service. She is proactive in seeking information from other childcare providers to enable her to support children's learning at a

good pace. She is aware of her areas for further development and attends ongoing training to keep updated to enable her to make further developments in her childminding service.

Partnerships with parents are good and they have access to a wide range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs with her overview about where children are in their learning, keep parents well informed about the stage children are in their learning. The childminder has good links with other providers of the Early Years Foundation Stage children attend, a book is used to ensure information is shared. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure consistency of care and promote children's good progression.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY392485
<b>Local authority</b>	York
<b>Inspection number</b>	879157
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/11/2009
<b>Telephone number</b>	

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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.

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.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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