

Inspection date

Previous inspection date

08/04/2014

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 make good progress in their learning and development because the childminder provides them with a variety of challenging and interesting activities. As a result, children are engaged and motivated in their learning and show high levels of independence and curiosity.
- The childminder provides the children with a welcoming and stimulating environment which effectively supports their emotional well-being.
- There are clear development plans in place to support children's achievements over time and improve the quality of the practice within the setting.
- The childminder demonstrates a good understanding of how to safeguard the children. The implementation of robust policies and procedures successfully promotes the children's safety and welfare.

It is not yet outstanding because

- There is room to extend the already good educational programme for expressive arts and design by increasing role play opportunities for children.
- There is scope to further develop the outdoor area to enhance opportunities for children to investigate and explore.

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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder.
- The inspector took account of the views of parents through completed questionnaires.

Inspector

Rachel Enright

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 partner and child aged eight years in the village of Warter in Yorkshire. The whole of the ground floor and rear garden are used for childminding purposes. There is also a first floor bedroom used for overnight care. The family has pet gerbils.

The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently nine children on roll in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 8am until 6pm, Monday to Friday, except family holidays. She has a Montessori Early Childhood qualification.

What the setting needs to do to improve further

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

- enhance opportunities for children to use and develop their imagination, for example, by increasing access to role play
- extend opportunities in the outdoor area for children to further develop their investigation and exploration skills.

Inspection judgements

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

The childminder combines the Montessori ethos with the learning and development requirements of the Early Years Foundation Stage well because she has a good understanding of how children learn. She is a knowledgeable and enthusiastic childcare practitioner who provides the children with a good variety of challenging and interesting activities to cover all seven areas of learning. As a result, children are engaged and motivated in their learning and show high levels of independence and curiosity. The quality of teaching is good as the childminder effectively follows the individual needs and interests of the children and supports their future learning. Consequently, children make good progress overall in their learning and development from their starting points. The childminder has high expectations of the children as she completes regular observations, assessments and tracking sheets to highlight and monitor their achievements and progress. This information is used to develop future planning and identify the children's next steps in learning.

The childminder effectively supports children with their communication and language development. She talks to the children while they play, offers clear explanations throughout their activities and asks them a variety of open-ended questions. This encourages the children to think critically and develop their problem-solving skills. Children enjoy finding out about change, living things and how to care for them, for example, they grow seeds and vegetables in the garden and help to look after the guinea pigs. This is further promoted when the childminder engages the children in a story; she talks about the growth of a tadpole into a frog and asks the children if they can identify the differences. An older child responds by saying 'the tadpole has no legs'. The younger children are interested in different textures and they get excited as they explore the large pipe cleaners and use their arms to wave them around. The children have many opportunities to develop their skills in expressive arts and design as they play with different construction materials, make movements with their bodies and make marks using water in the garden. However, there is room to extend the role play opportunities for the children to further develop their imagination. Children are able to explore different environments and start to develop an understanding of the wide community as the childminder plans outings in the local area. For example, the children visit the local woodland area where they can explore and investigate the natural environment. The childminder regularly plans special events for the children to develop their knowledge and understanding of the world as they have recently explored Diwali and a worldwide celebration of books.

The childminder completes the progress check at age two and shares this information with parents. This gives a clear overview of the children's progress in the prime areas of learning and allows the childminder to recognise when children need additional support to help them reach their expected levels of development. Parents receive verbal and written feedback at the end of each session, which ensures they are well informed about their children's achievements and progress. Detailed learning journey records are completed for all children; parents are actively encouraged to contribute towards these by sharing relevant information from home. Consequently, this ensures continuity in the children's learning and helps them to develop the skills required for the next stage in their learning at school.

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

Children are happy and content within the setting, which enables them to form positive relationships and secure attachments with their peers and the childminder even though they are fairly new to the setting. The childminder provides the children with a warm, welcoming and stimulating environment which effectively supports their emotional well-being. Good settling-in procedures ensure the childminder knows the children well and understands how to promote their learning and development. The childminder works closely with parents to share relevant information about their children to ensure they benefit from consistency of care. This also allows the childminder to provide effective support from the outset and ensure the children's needs are fully met.

The childminder encourages the children to be independent learners throughout their daily routine, for example, children serve themselves during mealtimes. Most resources are

easily accessible to the children as they are set up on open shelving for them to make independent choices within their play. The children are learning to share and take turns with each other as they receive appropriate support from the childminder. The childminder acts as a good role model as she manages the children's behaviour effectively by using positive strategies to ensure they are aware of the boundaries within the setting. As a result, children's behaviour is very good and they understand the expectations. The children's self-esteem is supported and they feel respected as the childminder listens to them throughout their play and provides regular praise and encouragement. The childminder regularly talks about the importance of safety throughout the children's activities to ensure they have an understanding of risk and know how to keep themselves safe. For example, the children have recently been involved in a fire awareness campaign.

The childminder provides the children with a variety of balanced and nutritious meals and snacks to ensure they are starting to develop an awareness of a healthy diet and lifestyle. This is extended further when the children are involved in regular cooking activities with the childminder, for example, they make their own pizzas and fruit smoothies. Children have good opportunities on a daily basis for fresh air and exercise to ensure they are physically active. They enjoy playing in the garden and are involved in regular outings in the local area to develop their physical skills. However, there is scope to further develop the outdoor area to enhance opportunities for children to investigate and explore.

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

The childminder demonstrates a good understanding of how to effectively safeguard the children in her care and has attended relevant training. She implements a range of robust written policies and procedures to promote the children's safety and welfare. As a result, children are cared for in a safe and secure environment. Documentation is well organised and maintained, for example, all relevant permissions are in place and policies and procedures are shared with parents on a regular basis. This ensures they are kept informed of updates and changes to meet current guidance. The childminder completes written risk assessments for the indoor and outdoor environments to ensure that effective action is taken to safeguard the children and protect them from harm. The required checks have been completed on the adults in the home to ensure they are suitable.

The childminder monitors and evaluates the educational programmes to ensure that all areas of learning are covered and that children are progressing well. She has a Montessori childcare qualification equivalent to level 4 and, as a result, has a good understanding of how children learn and develop and uses this knowledge effectively to inform her practice. The childminder has a clear vision for the setting and strives for continuous improvement. She identifies her strengths and areas for future development through self-evaluation. This supports the children's achievements over time and improves the quality of practice within the setting.

Partnerships with parents are effective and they are extremely happy with the setting and childminder. They make comments such as 'My child enjoys his time at the setting. His development and confidence is apparent and the environment is perfect'. The childminder

understands the importance of sharing information and working in partnership with other providers of the Early Years Foundation Stage. For example, she has recently made links with the local primary school to promote effective transitions and complement the children's future learning. Consequently, this helps to ensure continuity and consistency to support individual children in their learning and development.

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	EY468665
Local authority	East Riding of Yorkshire
Inspection number	939197
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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

