

Inspection date

Previous inspection date

07/05/2014

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

- The quality of teaching is good. Children are engaged and happy because the childminder knows them well and successfully plans experiences which stimulate their individual interests.
- Children's communication skills are promoted well because the childminder spends time positively interacting with them and encouraging the effective development of their vocabulary and language skills.
- Strong relationships with parents help the childminder to recognise and meet children's individual needs. Consequently, children are happy and share a warm relationship with her. This strong attachment enables them to feel secure and confident to explore the activities provided to support their learning.
- The childminder has a secure knowledge of safeguarding. She uses effective risk assessments to minimise hazards in her home and on outings, to maintain a safe environment for children. As a result, children are well safeguarded.

It is not yet outstanding because

- There is scope for the childminder to develop the use of natural resources within the indoor and outdoor area, in order to fully support children's curiosity and enhance their explorations.

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 observed children's play and adult and child interactions.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and her self-evaluation document.
- The inspector took account of the views of parents by viewing parent questionnaires and daily diaries.

Inspector

Nicola Wardropper

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 two children aged four and two years in the City of York, North Yorkshire. The whole of the ground floor and the rear garden are used for childminding. The family has a cat as a pet. The childminder attends activities at the local children's centre. She visits the shops, park, library and nature reserve on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 8am to 6pm, Monday to Friday, 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:

- extend the use of natural materials within the indoor and outdoor area, in order to enhance children's curiosity and explorations of the world around them.

Inspection judgements

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

The childminder is knowledgeable about the requirements of the Early Years Foundation Stage and fully understands how to promote children's learning and development through play and carefully planned activities. She gains valuable information about the children and their starting points through meetings with their parents and during settling-in sessions. She gathers baseline assessments and records comprehensive information about children's interests, development and care needs. The childminder makes sure that activities are developmentally appropriate, by effective use of observation and accurate assessments. She uses this information well to plan appropriate, individual next steps for children to promote their future learning. The childminder tracks children's development over time, so she is able to monitor their progress across all areas of their learning. She uses this information to highlight any gaps and is well aware of appropriate procedures to seek additional support if required. Children with English as a second language are also well supported. The childminder provides age-appropriate dual language books and parents provide key words in their home language, enabling the child to make links with the English vocabulary being taught. All of this supports children's language development and shows respect for the child's language and culture. The childminder has high expectations of children and consequently, they are making good progress in all areas of their learning.

The childminder plans interesting, challenging activities that supports children's innate

curiosity to investigate and be active learners. She skilfully uses such opportunities to build children's confidence and introduce new vocabulary. For example, the childminder uses words such as 'sticky', 'cold' and 'wobbly' to describe the jelly as the children search for the farm animals she has hidden in it. The childminder skilfully extends children's understanding of language further by mimicking animal noises while singing a popular song about a farm. As a result, babies respond happily by babbling. The childminder follows the children's interests and their motivation for learning. For example, the childminder has created a 'switches' board in response to a child's interest in turning dials and moving objects. Consequently, they feel valued and their learning needs are met. A range of cause and effect toys support children to learn about how things work. Creative resources, such as, sand and water and small world toys support children to be imaginative. However, there is scope for the childminder to develop the use of natural resources within the indoor and outdoor area, in order to fully support children's curiosity and enhance their explorations. Children have good opportunities to develop their physical skills. The childminder supports young children to walk confidently by holding their hands and supporting them to negotiate pathways. Older children learn how to manoeuvre wheeled vehicles and learn how to climb. The childminder provides a wide range of opportunities for children to develop their small muscle skills. For example, they use their fingers to make patterns in the wet sand and thread wooden discs onto sticks. The childminder supports children's understanding of number well by counting objects during everyday activities and routines. She is skilled at maximising these opportunities to support children's understanding of size and measure. For example, she talks to children about the 'big and small' cars as they move them 'forward and backward'.

The childminder compiles regular progress reports, which she shares with parents. The childminder is very aware of the requirement to complete the progress check at age two. She is very well prepared to carry this out for the children in her care at the appropriate time. Attractive, well presented learning journey records are highly informative with photographs and written information about each child's experiences. Parents have access their child's learning journey at all times and have the opportunity to fully contribute to these. Detailed daily diaries provide parents with information about their child's care and 'wow' moments in their learning. This provides an effective two-way flow of information between the provision and home. As a result, parents are fully involved in their child's learning.

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

The childminder recognises the individuality of children and knows them well. This is because she has gathered information from parents during settling-in visits about children's individual interests and their home routines. The childminder uses this knowledge effectively, providing continuity of care for children. Consequently, they respond well to her warm and affectionate approach, forming secure relationships with her. This means that children are very happy and settled in her care. Children spontaneously hold their arms out to be picked up by the childminder and enjoy a cuddle with her. This shows that they feel safe in her care. She encourages them through effective use of praise, boosting their self-esteem. Consequently, children are developing

self-confidence to become independent learners. Children eagerly explore the stimulating environment, demonstrating their curiosity and independence as they make choices about their play. This means the childminder supports them well in developing their own ideas and interests. The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. She encourages them to use good manners and has clear and consistent boundaries. When needed, boundaries are reinforced positively. As a result, children behave well and learn to respect others.

The childminder uses the whole of the first floor for childminding. The childminder has a separate playroom, with a good range of toys and resources to meet the needs of the children. All resources are labelled with pictures and words in English and other languages so they are easily accessible to all children. This helps to promote their independence and helps them to feel at home and secure. Children's work is lovingly displayed, which is an attractive focal point for parents and gives children a sense of belonging and pride. Positive images and resources reflect the wider community. The childminder strengthens the positive impressions children have of their own cultures, and those of others in their community, by sharing and celebrating a range of practices and special events, such as Chinese New Year. As a result, children have opportunities to increase their appreciation of individual differences. The childminder uses local community facilities, such as playgroups, to support children's social development. Consequently, they develop confidence and friendships with other children. This means they are acquiring personal skills to help them when they move on to nursery and school. The childminder encourages children to tidy up, which helps them to understand about keeping the environment safe and respecting their toys.

The childminder supports children's good health through daily exercise in the fresh air. They visit local parks for exercise and children learn about road safety as they use community facilities. Children visit soft play centres to develop their climbing and balancing skills, enhancing their physical development. Trips to the local parks to use the climbing apparatus also help children to develop their physical skills. They take part in regular fire drill practices so they become familiar with how to behave in an emergency. As a result, children's emotional and physical well-being is well supported. The childminder reinforces good hygiene procedures, such as hand washing and teeth brushing. The importance of hand washing is carefully explained as the childminder uses commentary to describe the process. The childminder provides nutritious meals and snacks and supports children to try new foods and textures. The childminder sits with the children at mealtimes and supports their new found taste experiences. For example, young children explore the taste and texture of the 'juicy mango' and the red pepper at lunchtime. All this promotes children's health and well-being. The childminder actively encourages children to have a go at feeding themselves and offers support if necessary. She praises children's efforts and consequently, they show growing confidence and independence. This helps them to be emotionally ready for the next stage in their learning.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments for her home and for outings. This means that she minimises hazards and maintains a safe environment for children. This is supported by effective levels of supervision and appropriate use of safety equipment, such as stair gates and fire guards. The childminder maintains effective records for each child. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. This means that she knows how to help protect children from potential harm. There is a clear safeguarding policy, which also provides guidance about the use of mobile phones and cameras. The childminder vigilantly checks the identification of visitors and keeps a written record of them. She is aware of her responsibilities when administering medication and holds a valid first aid certificate. She fully understands her role and responsibility in protecting children. For example, all members of her family, who have contact with childminded children, have had suitability checks carried out. The childminder's documentation is all very well organised, easily accessible and underpins her practice well. These, together with a comprehensive range of policies, mean that children are well protected.

This is the childminder's first inspection since registration and she demonstrates a dedicated approach towards providing good quality care and education for all the children. She has a secure knowledge of observation and assessment and uses this well to plan effective educational programmes for all areas of learning. Children are motivated as they take part in meaningful learning experiences tailored to their individual needs. The childminder monitors the curriculum to ensure it is sufficiently challenging. She tracks children's development in all areas of their learning, as they make good progress towards the early learning goals. The childminder has attended training and demonstrates a desire to drive forward continuous improvement to the service that she provides. She reflects on her own strengths and weaknesses and seeks the views of parents, children and other professionals to support her practice. As a result, parents and children feel listened to. The childminder has set priorities for improvement and her development plans are meaningful and achievable. For example, she has booked onto the Early Language Development Programme. This will enable her to further enhance children's communication and language skills. Consequently, she shows a capacity to improve her already good practice.

The childminder has developed good links with the local authority development worker, to ensure she meets children's care and learning needs effectively. She regularly links with other childminders to discuss ideas and share good practice. The childminder has good links with the local pre-school which has had a positive impact to ensure consistency and continuity of children's care and learning needs. Partnerships with parents are strong. The childminder takes time to get to know the families and keeps them fully informed about their child's day by means of a daily diary and regular communication at drop off and collection. The childminder works closely with parents to ensure that the transition period from home to the setting is as effective as possible. She gains information from parents concerning starting points of children, which she uses effectively in order to support the children's individual needs. There are good systems in place to ensure that effective communication is an important ongoing process. This is used well to help parents to understand about their children's progress and to develop a shared approach to

children's care. As a result, children are well cared for in line with their individual needs, which effectively promotes their health, safety and well-being. Written and verbal comments clearly demonstrate that parents are happy with the care and education that the childminder offers their child.

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	EY467981
Local authority	York
Inspection number	942689
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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

