

Inspection date

Previous inspection date

21/05/2014

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

- Teaching is good because the childminder has a good awareness of how young children learn. She uses play, planned activities and first-hand experiences that engage children and build on their individual interests. This supports them to develop positive attitudes to learning.
- Children thrive due to the kind and caring nature of the childminder. They are supported in their play and consequently are happy and keen learners in the safe and secure home.
- The childminder's home is safe and welcoming. Arrangements for safeguarding children are effective because the policies and procedures are implemented well.
- Partnership working with parents is good. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements.

It is not yet outstanding because

- The childminder shows variable skills in asking open-ended questions. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

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 with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and carried out a joint observation.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents at the inspection regarding the care and learning their children receive.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and two years in a house in the Boroughbridge Road area of York. The whole of the ground floor and the bathroom and bedroom on the third floor is used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits museums and parks on a regular basis and collects children from Poppleton Ousebank School and pre-school. 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 operates all year round from 8am to 6pm, Monday to Wednesday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- make more effective use of open-ended questioning to provide children with consistent opportunities to build on their emerging language skills in response as they learn to think more creatively and critically.

Inspection judgements

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

Teaching is good because the childminder demonstrates a good knowledge of how children learn and she uses this information to plan a wide range of interesting activities. She carries out a baseline assessment when they first start, so that she is aware of children's starting points. The childminder gains useful information from parents when they complete an 'All about me' record on their child. Over time she observes children's interests and favourite activities, such as playing with handbags, so that she adapts plans to meet each child's unique needs and their changing interests. She is very clear on what children can do and where they are in their development and she continues to carry out and record regular observations and assessments in a learning journal. This shows the progress children are making and means she accurately plans for the next steps in their learning.

The childminder successfully engages children, keeping them occupied and interested in the activities provided. She expertly follows their play, supporting them as she repeats words to extend their developing language skills. For example, she understands when children try to say they want some more water for the water tray. She repeats 'I want some more water', so they learn the correct pronunciation and she supports them in getting some from the tap in the garden. For less-able children she uses baby sign

language, which teaches them an easy way to communicate and means they do not become frustrated when trying to talk. The childminder understands the importance of singing familiar rhymes and songs with children to help them to speak. She follows their interest in favourite songs by printing off and sharing the words with parents. This means they can continue their child's learning at home. The childminder is very enthusiastic during activities, however on occasion she does not give children time to think of answers and respond to questions that she asks them. This limits their ability to think creatively and critically. Activities are well thought out and appropriate resources stimulate children to spend concentrated effort in their play. Following their interest in play with jelly the previous day, the childminder provides balloons filled with water and various pots to scoop and pour the water in the garden. This supports children in exploring with their senses, using their physical abilities to connect with the water tray and observing what happens with the balloons as they lift and drop them in the tray and on the ground. The childminder is very proactive in promoting children's developing interest in books. They are available in every area of the home and garden that children use. At snack time children look at books on their own or the childminder reads to them. In the garden they select a book and sit with their peers talking about the pictures as they turn the pages. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of their learning.

The childminder effectively involves parents in assessing and planning for children's learning. Parents are kept fully informed about children's progress. Information is exchanged both verbally and through a daily communication book. The childminder finds out about children's current interests through this and periodically asks parents to update the 'All about me' form, so that she is aware of any changes. Children's learning journals are sent home with a clear explanation about the Early Years Foundation Stage, the areas of learning and development and what it means for the children.

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

Children are very settled with this warm and caring childminder as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure attachments with her. Effective settling-in procedures are in place, where children come and visit before they start. The number of visits is based on individual children's needs. This means there is an effective transition from their home to the childminder's care and they become familiar with her as their key person. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and she places a strong emphasis on children learning to play alongside other children safely and sharing resources. Additionally, this helps children to understand there are rules to keep them safe and to teach them how to play harmoniously together. The childminder gives lots of praise during activities, which promotes children's self-esteem and well-being. Timely reminders from the childminder teach children about how to keep themselves safe. For example, when crossing the road the childminder reminds children to look if there are any cars coming.

The childminder supports children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are set out in the front room on shelving, where children can make their own choices. This helps to develop their independence. Many opportunities are provided for children to benefit from physical exercise. Children play in the park across the road where they use large play equipment, which develops their large muscle skills. In the back garden they use a slide and various ride-on toys to push themselves around. The childminder helps children to understand the importance of a healthy diet by providing them with healthy snacks and meals. She engages in discussions that help children learn about good foods, such as presenting an activity about green fruits and vegetables. This introduces new foods to children and involves them in using their senses as they look at, feel and taste them. At home she teaches children about planting and growing as they plant seeds for runner beans and pumpkins. This helps children to learn about where some foods come from. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean before having something to eat. She helps them to wash their hands properly by reminding them to wash the front and back. Children's self-care skills are promoted as the childminder encourages them to get their shoes to go outside and to take them off when they come back in and place them back on the shoe rack.

The childminder supports children effectively as they move to other settings. For example, she takes children to regular community groups where they are able to develop their confidence and socialise with their peers. She prepares children for when they start nursery school by taking them to events, such as their Easter celebrations.

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

Safeguarding is secure as the childminder is fully aware of what action she must take to protect children from harm. She is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. The home, garden and outings are risk assessed to make sure they are safe and to identify and prevent potential hazards. All of the required documentation and parental consents are in place, maintained accurately and stored appropriately to ensure confidentiality. The childminder effectively monitors the educational programme to ensure a broad range of stimulating and challenging experiences are provided to help children make good progress towards the early learning goals. The childminder completes a written summary of children's progress, which means that any gaps or delays in their learning and development can be identified, addressed and planned for.

The childminder ensures the children are provided with good quality care and learning opportunities and strives to improve her practice. She has carried out evaluation of her provision and has highlighted priorities for improvement. For example, she plans to develop a greater focus on next steps for children's development. The views of parents about her provision are sought through discussion and evaluation forms that she asks them to complete. Very positive responses have been received, with parents stating that their children are very content and happy with her. Local authority advice regarding

observations, planning and how her home is set up has been acted upon. For example, storage boxes have been labelled so that children know what is in them. The childminder shows a strong commitment to continuing her professional development and frequently identifies and attends training courses. In particular, she has attended child protection training and a course about supporting children's emotional well-being. She keeps a personal development record to show what steps she has taken to improve her knowledge, such as seeking information on how best to read to little ones.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. Discussions with parents show how much they value the childminder and are happy with the care and education she provides. They state that their children look forward to coming to the childminder's and the layout of the home is great with everything tailored for childminding on the ground floor. The childminder is aware of the importance of liaising with local agencies and how children benefit from this collaborative working.

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	EY472153
Local authority	York
Inspection number	946957
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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