

Inspection date

Previous inspection date

25/06/2014

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 childminder effectively uses observations of children's current stage of learning to provide a challenging and interesting learning environment. As a result, children are making very good progress across all areas of learning.
- The childminder is very calm, kind and caring, therefore, children are very happy, secure and confident in her care. She provides a safe and clean environment in which children can independently access a wide range of good quality activities and resources.
- Partnership with parents and other providers are strong, this ensures continuity in children's care, learning and welfare. This helps to prepare children well for the transition to school.
- The childminder has completed child protection training. She is clear about the procedures to follow if she has any concerns about a child in her care, which means children are safeguarded.

It is not yet outstanding because

- There is scope to further develop the use of effective questioning to enhance the already good opportunities for children to develop their thinking and learning.
- The childminder does not fully embrace all opportunities to use specific praise during activities to extend children's concentration 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 arrived at the setting, she had a tour of the premises and observed children playing in the garden, living and dining room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning journals, planning documents, children's records and a selection of policies and procedures.
- The inspector checked evidence of suitability and took into account the views of parents through discussion.

Inspector

Vivienne Dempsey

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 both aged five years in a house in New Earswick, York. The whole of the ground floor is used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, nature reserve and parks on a regular basis. She 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. She operates all year round from 8am to 6pm, 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 effective questions, to develop children's thinking and learning, for example, by encouraging them to think about alternative ways of doing things
- maximise opportunities for children to develop their level of concentration, for example, by using specific praise during activities.

Inspection judgements

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

The childminder has a good understanding of how young children learn and develop. She skilfully uses information from parents collected at registration and observations of children to plan a challenging learning environment. As a result, children are making very good progress across all areas of learning. The childminder encourages children to take part in a wide range of activities, but also gives them time and space to direct their own learning. Parents are involved in their child's learning by contributing to their children's daily diary and learning records, which they have access to at all times. The childminder verbally keeps parents informed of their children's development and progress on a daily basis. She also provides information on how they can support children's learning at home. As a result, parents are fully involved in supporting their children's progress.

Children have access to the garden where they enjoy riding bikes, cars and scooters and using the slides, swing and see-saw. This helps to develop their physical skills daily. They have good opportunities to explore the natural world around them as they visit local nature parks and enjoy planting a range of vegetables, fruit, herbs and seeds. The childminder talks to children about why the seeds need water and sunlight. Children are regularly encouraged to measure how high their sunflower seeds have grown. They

compare which plant is the tallest and smallest and mark on the post with chalk how tall their plant is. This develops children's early mathematical language and skills very well. However, opportunities are missed to extend children's thinking and learning as the childminder does always use effective questioning to encouraging them to think about alternative ways of doing things.

The childminder gives children time to tell her about their time at nursery when they arrive. She shows great interest and repeats words to encourage children to say the word correctly. Children enjoy sharing stories with the childminder and peers, older children confidently name characters and younger children imitate words and sounds. This helps to promote children's early communication and language skills very well. The childminder has a good knowledge of the progress check completed for children aged between two and three years, its purpose and the need to share this with parents. She ensures that children are making progress by regularly referencing their development to the ages and stages of development and discussing this with parents and other providers. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children are developing the key skills needed, this helps to prepare children for their next stage of development and eventually school.

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

The childminder provides a calm, clean and stimulating environment, where children thrive. This promotes their personal, social and emotional development. She collects a wide range of relevant information from parents at the start. This enables her to find out about each child's individual care needs, likes, dislikes and routines. Settling-in sessions are tailored to the individual needs of each child and family, to ensure they are fully settled and secure. In consultation with parents, the childminder ensures home routines are followed. This provides consistency in care and develops children's sense of security and feeling of belonging. Parents are very happy with the care provided and state that their child 'is making good progress' since attending.

The childminder sets clear and consistent boundaries for children and house rules are clearly displayed. She is a good role model and demonstrates to children how to share and play cooperatively. Children respond quickly to her requests and remind each other of the rules, such as not climbing on the furniture. This supports children good behaviour. The childminder also provides lots of praise and encouragement to engage children in a varied range of activities. However, opportunities for children to develop their level of concentration further are not fully maximised, for example by using specific praise during activities. The childminder organises her setting, both indoors and outdoors, very well to ensure that children's independence is consistently promoted. Toys and equipment are stored in low-level boxes, which children access freely and with confidence. This results in children easily being able to make decisions about and lead their own play and learning. This helps to prepare them for school or nursery very well.

The childminder promotes children's self-help skills and emerging independence very well. For example, children are encouraged to feed themselves and drink from a cup from a young age, and as they get older, they manage their personal care, such as, washing their

hands before meals and snacks. This also develops children's awareness of how to stay healthy. In addition, children's enjoyment of the outdoor area means they have daily opportunity to develop their physical skills. Children enjoy a range of activities, such as, playing football, skilfully manoeuvring pushchairs and using push-along cars. Children confidently talk about safe practices, such as not running in front of the swing. They also know how they have to 'wait in the garden' until it is their turn to get in the car when going on outings. Consequently, they are beginning to understand how to promote their own well-being.

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

The childminder demonstrates a good understanding of her responsibilities to meet the safeguarding and welfare requirements. This is further supported as she has attended relevant training to ensure the children are protected within her care. A wide range of policies and procedures are in place and shared with parents. These are successfully implemented to ensure a safe and secure environment for the children. The main door and garden gates are locked securely so children cannot leave the premises independently.

The childminder works closely with the local advisor to monitor the educational programmes to ensure that children make good progress while in her care. Systems for the observation and assessment of children's progress are in place and the childminder works effectively with parents to support their learning and development. She has developed good relationships with parents and regularly exchanges information with them. This helps to ensure that she can successfully meet their children's individual care and learning needs. The childminder also has good links with the local nursery and school. This helps support children as they move on to the next stage of their education.

The childminder is enthusiastic and strives to ensure continuous improvement. Self-evaluation is effective and clearly shows areas for future development. The childminder is committed to professional development and attends regular training to develop her knowledge and skills. She uses information gained to promote learning outcomes for the children who attend.

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	EY469217
Local authority	York
Inspection number	949513
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	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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