

<b>Inspection date</b>	26/06/2014
Previous inspection date	20/04/2009

<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
The contribution of the early years provision to the well-being of children		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 close 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 and stimulating learning environment that meets children's individual needs and helps them make good progress in their learning and development.
- Self-evaluation is effective as the childminder reflects on her practice and is proactive in attending training and uses this to make continual improvements to her practice.
- Effective partnerships between the childminder and parents ensure children's individual needs are fully met and learning at home is promoted and valued.

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

- There is scope to provide an outdoor learning environment to link with the indoor, so children can garden and care for plants, enhancing children's learning about the natural world.
- The indoor learning environment is not fully utilised to support children's growing interest in letters and sounds to maximise their progress in literacy.

## 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 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 a selection of documentation covering children's learning records, risk assessments, safeguarding policies and procedures. Disclosure and Barring Service checks and children's records were seen.
- The inspector took into account the childminder's self-evaluation and information available from parents.

## Inspector

Carol-Anne Shaw

## Full report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in central Scarborough, North Yorkshire. The whole of the ground floor and the bathroom on the first floor are used for childminding. There are two dogs as family pets. The childminder attends local groups and the library with children. She visits the local shops and park on a regular basis and takes and collects children from the local school. There are currently 10 children on roll; of these, four are in the early years age group and they attend for a variety of sessions. The childminder operates all year round, Monday to Friday, from 7.15am 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:

- enrich the available outdoor area to maximise children's knowledge and understanding of the natural world, for example, by providing opportunities for gardening
- enhance the opportunities to further develop children's literacy, for example, by enabling children to link sounds with letters and to see that words have meaning.

## Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and how children learn. Consequently, she plans a good variety of play opportunities, including interesting outings, which help young children make good progress across the areas of learning. For example, children learn about nature and their own community by visiting the park and when taking and collecting older children from school. However, there is scope to use the garden to support an even wider range of learning for the younger children attending. The childminder identifies young children's prior skills, knowledge and understanding on entry, enabling her to plan effectively for their next steps in learning from them first starting. As part of this, she observes and any emerging interests or repeatable patterns of behaviour. This enables her to incorporate these in her planning and provide additional resources to support this stage of development. Parents receive good updates on their children's progress and are encouraged to support the next steps for learning at home, along with sharing their own observations. They view their child's record of learning and the childminder exchanges information about what children enjoy doing and talks about what they can work on together next. As parents are recognised as an important part of each child's unique learning journey, children are supported in making the best progress they

can. Children attend a range of groups outside the home supporting children to interact with a larger social group. This effectively supports them to prepare for the next stage of learning and transition to school.

The quality of teaching is good. The childminder creates a child-accessible indoor environment by setting out a good variety of resources at low-level, which engage young children's interest. This includes open-ended and flexible resources that ignite their curiosity and imagination. Consequently, young children are given opportunities to explore, make discoveries and learn skills that prepare for them for the next stages in learning, as they initiate their own play. Young children's communication and language is fostered well. The childminder engages in purposeful dialogue with them. She is expressive and engaging as she helps young children to link words to actions as they sing songs and act out during play. This reflects in young children becoming confident communicators, verbalising and using gestures to help indicate their needs. The younger children enjoy the interaction with the older children. There is room to further enhance children's emerging literacy skills as there are only a few written words on display in the playroom.

The childminder supports and extends children's learning effectively as she sits with them as they play. She joins in with the fun, enhancing young children's enjoyment and engages them in discussions and demonstrates how things work. For example, the childminder talks with children as they examine the contents of the 'Smelly Box ' and they talk about the different smells; lemongrass and strawberry soap and about the different names and colours of the items in the box. The childminder motivates children with her enthusiastic manner as they play. Early mathematical concepts are introduced spontaneously as the childminder counts and talks about the different things they have found. The childminder also introduces early counting as young children engage in simple imaginative play with bowls and spoons as they feed the dolls. Visits to the library foster young children's early interest in print and they enjoy looking at books and listening to stories with the childminder.

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

Children develop close attachments with the childminder, which supports their emotional well-being and they play happily in her care. The childminder sensitively supports children in their transitions from home into her care. She uses a gradual settling-in procedure and uses this time to get to know children well. She gathers information from parents about their child's likes, dislikes and routines. The childminder uses these and her observations to help her get to know children and to support them according to their individual needs and preferences. The childminder supports children in their move on to pre-school and school, as they regularly visit when taking and collecting other minded children. This helps children become familiar with staff and buildings. Children are well-behaved and gain an understanding of good behaviour through regular routines and clear boundaries. The childminder has a warm and calm manner and treats children with kindness and respect, presenting a positive role model for them to follow.

Children develop an understanding of the importance of physical exercise as part of a healthy lifestyle. They have daily opportunities for fresh air and exercise when visiting parks, on walks to school and in the local community. Children also develop a good understanding of hygiene practices, through reminders, routines and the positive example set by the childminder. This minimises the risk of spreading any infection. Children learn to manage their own personal needs according to their age and stage of development building independence. The childminder supports parents to provide children with a healthy and nutritious meals and snacks, which encourages children to make healthy food choices. She also works closely with parents to ensure children's dietary and care needs are well met.

A good selection of toys and resources, that are suitable for the ages and stages of the children cared for, are readily available. These are easily accessible on open shelving and boxes. This enables children to make their own selections or point to, or request what they would like. The younger children are beginning to develop an understanding of safety. The childminder talks about road safety with children as they walk in the community.

### **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 to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Written safeguarding policies and procedures are in place to enable the childminder to protect children. The childminder has completed recent child protection training to underpin her knowledge and understanding of safeguarding children. The childminder has a clear understanding of the procedures to follow if she has concerns about a child. She has the required telephone numbers readily available and is confident in who to inform when required. Adults in the home who come in contact with children have had clearances completed with the exception of one, at the time of this inspection; it was in the process of being completed. Risk assessments cover all areas of the premises and outings to support children's safety and security. The childminder is aware of when she must inform Ofsted of changes and any significant issues. The childminder is well-organised and ensures her record keeping is kept updated. A range of relevant policies and procedures underpin the welfare and safety of children attending. Written risk assessment are completed and she uses these to minimise the risks for children.

The childminder is reflective and able to effectively evaluate her practice. She is able to discuss good examples of where her practice is strong, as well as the areas she wishes to improve. The childminder uses this information to continue to evolve her practice. She monitors this to ensure she is continuously moving forward, using the information she is gaining from attending training through the local authority. The childminder shows a strong commitment to the service she offers and to maintaining her skills and knowledge. The monitoring of children's development is in place and demonstrates the learning journey of children while in her care.

The childminder shares positive relationships with parents. There is a good two-way flow of communication as information about children's care and learning is shared with parents verbally, as well as through the progress records. Informal feedback is provided during daily drop-off and pick-up times, allowing the childminder time to share with parents any important information. Parents have access to the childminder's policies and procedures and the required documentation is available for them. Their views are sought both informally and through questionnaires and letters, these show that parents are confident and happy with the care their children receive. The childminder is fully aware of her responsibility to work with other professionals, such as health or practitioners in other settings, to consistently meet children's individual needs.

### **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>	401304
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	877123
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/04/2009
<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.

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