

## Inspection date

Previous inspection date

07/07/2014

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 understands how young children and babies learn through exploration and she includes their parent's in their development. As a result, they make good progress across the seven areas of learning and home experiences are valued.
- Children are able to form secure bonds with the childminder and are emotionally prepared for the next stages in their development. This is because the childminder is caring and supportive towards them.
- There are robust procedures in place for safeguarding and the childminder understands her responsibilities to protect children from harm. Consequently, they are kept safe and secure in her care.
- The childminder is proactive in updating and refreshing her knowledge by making links with other professionals in the community. This demonstrates her commitment to improve and meets the needs of all children, including those with special educational needs.

### It is not yet outstanding because

- There is scope to make information and communication technology resources more freely available to enhance children's skills in this aspect of their learning.
- Opportunities to pass on key messages to children about healthy choices and how these contribute to a healthy lifestyle are sometimes overlooked.

## 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 toured the premises used by children and observed children's activities.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector obtained the views of parents through questionnaires, daily diaries and through discussion with grandparents.
- The inspector looked at documents, including a selection of policies and children's assessments records, and checked evidence of the childminders suitability.
- The inspector held a professional discussion with the childminder.

## Inspector

Michelle Lorains

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged nine years and eight months in a flat in York. Most of the flat, excluding the bedrooms, is used for childminding. The family have fish as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park 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 operates all year round from 7am to 6pm, Monday to Saturday, 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:

- support children's developing ability to use information and communication technology resources freely and independently, for example, by increasing their availability
- enhance children's progress further by ensuring that all opportunities to convey key messages regarding diet and physical exercise are used effectively, in order to enhance children's learning about how to make healthy choices and maintain a healthy lifestyle.

## Inspection judgements

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

The quality of teaching is good, as a result, children make good progress in relation to their starting points. The childminder has a secure understanding of how young children and babies learn through play and encourages them to move around the environment independently. For example, she places mirrors in low-level areas so that babies and very young children can see themselves and begin to develop a sense of their own identity. Also, she provides a ball with bells for them to push along, promoting their physical development and encouraging them to listen to sounds. Babies enjoy a range of sensory and tactile resources, which they access independently from large baskets. They use water bottles with glitter in and explore the different textures, while the childminder uses simple language to describe how these feel. As a result, they discover new things and hear new words. Praise and encouragement are offered by the childminder and this supports children in learning to persevere and be keen and interested in their new experiences.

Through discussion, the childminder is able to demonstrate that she can stimulate and challenge older children by developing experiences to meet their needs. For example, by introducing basic literacy and numeracy through mark making and counting, the childminder is able to support the older children to learn the skills they will need for school. She uses mathematical concepts in everyday activities, such as baking, which makes learning fun for children. However, opportunities for children to develop strong skills in using information and communication technology resources are less successful because these resources are not easily available to them. The childminder complements the learning taking place in other provisions by using the information in the children's daily diary to extend and build on topic work carried out at the other setting. For example, a child who had enjoyed a topic around Chinese traditions at nursery was able to extend this learning because the childminder provided opportunities to make lanterns and try tasting noodles. As a result, children benefit from continuity in their learning and are able to enjoy their achievements. Established links with professionals in the community enable the childminder to support children with special educational needs and/or disabilities and those with English as an additional language. For example, she has learnt sign language to enhance her communication skills with those children who have speech or hearing difficulties, or have yet to fully develop their language skills.

The childminder values parent's contributions about their child's learning and regularly collects information from them. This means parents are supported to extend children's learning at home and the childminder is able to plan effectively from children's starting points, with their next steps in mind. Learning journeys include photographs and observations, which capture snapshots of experiences, such as trips to places of interest. Observations are used effectively by taking note of children's interests and this informs and enhances planning. For example, the childminder observed a baby had a particular interest in sensory items and so built on this by adding sponges of different textures and wooden objects and placing these in baskets for the baby to explore. The childminder completes assessments on children in the seven areas of learning and provides a written summary of their progress to parents. This is done using developmental records of achievement in the form of flowers and shaded colours, making it easy to understand and identify any gaps in learning.

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

The childminder shows a warm, caring approach and manages behaviour positively through praise and encouragement. Children seek out the childminder to share in their experiences and benefit from their close relationship with her. Children show they feel safe and secure in her care and this has a positive impact on their emotional well-being. There are effective procedures which help children settle in quickly, for example, two way communication diaries ensure the childminder is aware of children's care needs, including their sleeping patterns. The childminder uses an 'all about me' booklet to note down their preferences, family members and information about their learning. This means children benefit from continuity of care and they have established individual routines.

The environment is welcoming and friendly for children and families. The childminder

ensures resources are well kept and are appropriate and accessible for children by regularly adding and improving them. The childminder demonstrates she is aware that children need fresh air and physical exercise. She plans time each day for children to develop physical skills in the local park and they benefit from trips out into the wider community. However, key messages about how physical exercise contributes to a healthy lifestyle are less well promoted. The childminder has a healthy menu prepared for children, which includes fresh fruits and vegetables and offers the option for parents to provide packed lunches for their children if they wish.

Through discussion, the childminder demonstrates how children are emotionally prepared for the next stages in their development and are encouraged to be independent. For example, she has toilet training diaries with stickers used to celebrate achievements and there are posters displayed in kitchen and toilet areas to remind children to wash their hands. Children learn how to be safe as the childminder encourages them to take appropriate risks for themselves. For example, the childminder encourages children to challenge themselves on climbing equipment during trips out and reminds them about safety on the stairs. They practise fire drill procedures regularly and the childminder soothes children who do not like the noise.

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

The childminder demonstrates a clear awareness of her role in protecting children and keeping them safe. For example, she is confident to report concerns about children's welfare and everyone in the household has a Disclosure and Barring Service check. Policies and procedures are robust and shared with parents who sign a 'parents pledge' to confirm their understanding. The childminder conducts regular risk assessments and fire evacuation drills. This means children are kept safe and secure in her care.

A clear system for monitoring children's progress and the education programme is in place. The childminder effectively uses developmental milestone assessments to ensure children make good progress across the seven areas of learning. This is precise and the childminder demonstrates a clear ability to identify any gaps in children's development and the knowledge to take steps to address these. The childminder is proactive in updating her knowledge and improving her provision. Regular feedback from parents is used to monitor and review practice. This is achieved through questionnaires and daily verbal feedback. The childminder has accessed relevant training to support her to develop good skills in working with children. For example, she has a valid paediatric first-aid certificate, has completed safeguarding training and has obtained training in the use of sign language. There are established links with community services, so that children can benefit from timely and appropriate interventions should they need specialist support.

There is a positive partnership with parents. A notice board for parents hosts a variety of information, including planning and a parent's guide to the Early Years Foundation Stage. Grandparents speak highly of the childminder and say they are 'perfectly happy, 10/10'. This demonstrates the strong relationships the childminder has worked hard to build with

families who attend.

### **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

<b>Unique reference number</b>	EY453166
<b>Local authority</b>	York
<b>Inspection number</b>	916584
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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