

Inspection date

28/07/2014

Previous inspection date

04/03/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Children are motivated and their learning is supported well because the childminder provides them with a good range of activities that cover all areas of their learning and development.
- The childminder and her assistant are attentive and know children well. Consequently, children settle well and are emotionally secure in their care.
- The childminder uses highly effective strategies to communicate with parents. This means information about children's individual and specific care and learning is shared very successfully.
- A comprehensive range of policies and procedures are implemented by the childminder and her assistants. They have a robust understanding of safeguarding and the action to take should they have any concerns about a child's welfare. This effectively promotes the health, safety and well-being of children.

It is not yet outstanding because

- The childminder does not fully promote children's literacy skills in the outdoor area as well as she does in the indoor environment.
- Partnerships with some early years providers are not firmly established to enable a wider range of information to be exchanged, to further support children's learning and development.

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 had a tour of the premises and observed children in the downstairs rooms of the house and the garden.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies and verified that suitability checks have been completed on all adults in the household.
- The inspector carried out a joint observation of a planned activity with the childminder.
- The inspector took account of the views of parents from written comments they have provided.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Harrogate, North Yorkshire. The whole of the ground floor of the childminder's home and the rear garden are used for childminding purposes. The childminder makes regular use of local amenities, such as a toddler group and parks with the children. She takes children to and from the local school and pre-school. There are currently 20 children on roll, eight of whom are in the early years age group. They attend for a variety of sessions. The childminder holds an appropriate early years qualification at level 3 and has two assistants whom she works with. She operates Monday to Friday, all year round from 7.30am to 6pm, except for family holidays and bank holidays. The childminder currently supports children with special education needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the opportunities for children to further develop their literacy skills in the outdoor area, for example, by displaying words as labels in context
- enhance partnerships with other early years providers so information about children's learning and development is regularly exchanged and children benefit even more from a common approach in supporting their learning and development.

Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of how young children learn and develop and makes clear links between observation, assessment and planning. This enables her to provide a wide range of activities that meet children's individual learning needs and fully capture their interest. Consequently, children are keen to take part in the activities and enjoy their learning. For example, the childminder provides a water activity and encourages children of different ages to join in. Very young children gain control of their small muscles and learn to make connections as they use their hands to pat the water and make splashes, while the childminder encourages more able children to learn about sinking and floating. Children show a keen interest in this and begin to grasp that heavier objects sink to the bottom of the tray, while lighter items float. This successfully supports children's mathematical development and understanding of the world. The childminder has good arrangements in place to share children's developmental progress with their parents. This includes providing a detailed summary of children's development every four months. Parents are asked to add their comments about

children's learning at home, details of their child's on-going achievements at home and share photographs electronically with the childminder. Consequently, the childminder has a holistic view of children's learning and can plan precisely for their next steps. This contributes to the good progress they make.

The childminder provides a welcoming and supportive environment for children to play and learn. Toys and resources are presented at their height, which means they can access these for themselves. For example, children confidently take a box of model dinosaurs from a shelf and carry it to the play area. They delight in discovering the different sized models, responding with comments, such as 'Oh that's a big one' and describing how some dinosaurs like to 'eat cheese sandwiches'. This demonstrates that children can use their imagination to shape their own learning. There is evidence of labelling indoors, to show children that words have meaning, for example, a poster reminding them to wash their hands is displayed in the toilet area in both text and picture form, so children of all ages and abilities can understand the message it conveys. However, opportunities for children to observe words in context are not extended to the outdoor area, to further support their developing skills in literacy.

The childminder and her assistant interact skilfully with children as they play. For example, as children use jigsaws, they both sit on the floor with them and ask open-ended questions to make children think, such as 'Where do you think this piece goes?', this means children are actively encouraged to solve problems and think for themselves. Consequently, they develop the skills, attitudes and disposition they need for when they move to the next stage in their learning or school. The childminder makes good use of every learning opportunity that arises. For example, as children wait for the childminder's assistant to prepare their snack, they begin tapping on the table. The childminder seizes the opportunity to engage children in discussion about the sound horses' hooves make. She shows children how to tap out different rhythms to represent a horse's gait, such as trotting and galloping. This captures children's interest and imagination as they are keen to join in. The childminder extends their learning further by introducing a song about a horse and asking children which other songs they would like to sing. As a result, children join in with songs about rowing a boat and a spider. This supports children's communication and language development well as they learn through repetition and word patterns.

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

Children's entry into the childminder's care is managed well. For example, settling-in visits are offered, so parents can gradually build up the time they leave their children before the placement begins fully. This means children become familiar with their new environment, in a relaxed manner. The childminder carefully follows children's routines, such as those for sleep, which promotes continuity of care between the setting and the child's home life. This provides security and stability for children and means they are content and secure in the childminder's care, which supports their emotional well-being very effectively. The childminder and her assistant work consistently in supporting children to behave well. They provide children with secure boundaries, so they know what is expected of them. As a result, children know to sit at the table to eat their meals, which means they develop

good social skills. Children's efforts are acknowledged by the childminder with praise and through taking photographs of their achievements, which means children feel good about themselves and develop confidence in their abilities. For example, children proudly show the marks and drawings they have made with the childminder, to her assistant.

The childminder and her assistant develop close relationships with children. This means children are confident to approach them if they need help or assistance. For example, children know to ask for help in taking the dolls and pushchairs out of the play house when they want to use these. The childminder provides good support and guidance to help children learn about following safe practices. For example, she teaches them how to hold onto the hand rail as they negotiate the steps in the outdoor area. She also explains about cutting items of food, such as a fish cake in half to help it cool down, so they do not burn their mouth when they eat this. This means children successfully learn to manage their own risks, further enhancing their sense of emotional well-being. The childminder gives good attention to providing opportunities for children to interact with other adults and children outside her setting, to help further in preparing them for school. For example, she takes them to the local shops, a toddler group and for walks in the local area.

The childminder gives good attention to promoting children's health. They have daily access to the garden where they use equipment, such as wheeled toys, to develop their physical skills. Their curiosity and imagination is aroused as they act out different roles in the play house, such as pushing dolls in pushchairs, making pretend meals and carrying out repairs, as they use various play tools. Children also have opportunities to use large play equipment at the local park, to help them develop their coordination. The childminder provides nutritious food for children, including a cooked lunch, which further promotes their good health by ensuring they are well-nourished. The childminder and her assistant sit with children to eat and engage them in conversation, which makes meal times a pleasant social experience for all.

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

Following the last inspection by Ofsted, the childminder was given a notice of action to improve and received a monitoring visit. The childminder has successfully addressed all actions raised for improvement. This demonstrates her commitment to continuous improvement. The childminder manages her service efficiently. For example, she follows consistent daily routines to check that the environment is safe and clean in all areas before children arrive. The premises are kept secure and a log of visitors is maintained to ensure there is no unauthorised access to children. The childminder attends training in child protection and is confident in discussing the possible signs of abuse or neglect. Clear procedures are in place to follow, should she have a concern about a child's welfare. Consequently, children are kept safe and protected from harm. The childminder holds a relevant childcare qualification at level 3 and extends her knowledge further by attending additional training. She ensures her assistants have undergone the required suitability checks and is beginning to monitor their practice on an ongoing basis. This ensures they consistently implement the comprehensive policies and procedures for the service. The childminder makes sure that both of her assistants keep their knowledge of safeguarding

children and their first aid qualifications up-to-date. Additional training is also considered. For example, one assistant is currently undertaking a childcare-related qualification at level 3, to enhance her knowledge and the outcomes for children's learning.

Parents have access to a variety of information, including the policy and procedures file. Daily discussion and individual diaries keep them fully informed of their child's day and assures them that their child's routines are being followed consistently. Parents are able to borrow resource packs to support their children's learning at home and recipes for meals children have enjoyed are provided, promoting positive relationships with families. Comments from parents show that they are happy with the service they receive. For example, they state that they like the daily diaries, that their children get excited at the thought of going to the childminder's and that they would recommend her to others. The childminder works cohesively with other professionals to support children with special educational needs and/ or disabilities to reach their identified goals. However, links with providers of other early years settings some children attend are not yet fully developed. This means wider information about children's learning is not shared as well as it could be, to fully promote a cohesive approach to supporting their development.

The childminder's self-evaluation document is a clear and accurate account of her strengths and areas highlighted for improvement are supported by an action plan. The views of the childminder's assistants, parents and children are included in the evaluation of the service, which promotes a shared approach. For example, at various intervals older children are asked to complete a questionnaire. The latest ones show that they enjoy the meals the childminder provides for them. The childminder effectively uses her observations, assessments and an overview tracking sheet to monitor children's progress. This enables her to identify where children may need additional support or challenge, to ensure they make continually good progress.

The Childcare Register

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| 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 | 401420 |
| Local authority | North Yorkshire |
| Inspection number | 971876 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 20 |
| Name of provider | |
| Date of previous inspection | 04/03/2014 |
| 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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