

Inspection date	08/08/2014
Previous inspection date	09/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a clear understanding of the action to take in the event of a safeguarding concern about a child.
- The childminder provides a safe and clean environment, and carries out thorough risk assessments to protect the children from harm.
- Partnerships with parents are established through information sharing when children first start in the setting. This enables the childminder to support the children's emotional well-being and allows them to settle quickly.

It is not yet good because

- The childminder's knowledge and understanding of the learning and development requirements is not fully embedded, to ensure information gathered through observation is used to assess children's progress and plan precisely for their next steps.
- Relationships with nursery teachers are not robust enough to support children's smooth move into school.
- Children do not have daily access to outdoor resources and activities. As a result, opportunities for them to learn, develop and explore are not fully supported.

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 carried out joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector observed the childminder's interaction with the children and spoke to her throughout the course of the inspection.
- The inspector viewed all areas of the premises accessed by the children.
- The inspector looked at policies, children's assessment records and a range of other documentation, including evidence of qualifications and suitability.
- The inspector took account of the views of parents from completed questionnaires obtained by the childminder.

Inspector

Kerry Holder

Full report

Information about the setting

The childminder was registered in 1994 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 aged 21 years and nine years in a house in York. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has one rabbit and two 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 eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Wednesday, Thursday and Friday, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable experiences which support the children's next steps in their learning, by improving knowledge and understanding of the learning and development requirements

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

- strengthen the partnerships with schools to ensure there is a robust system in place to support children's future moves
- develop a rich learning environment outdoors, so that children have ongoing access to good quality activities and resources reflecting each area of learning

Inspection judgements

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

The childminder demonstrates some knowledge of the Statutory framework for the Early Years Foundation Stage. She provides an appropriate range of play activities to cover the seven areas of learning. The quality of teaching is satisfactory and, as a result, children are mostly interested, engaged and motivated in their learning. The childminder positively interacts with children, providing suggestions and offering ideas to extend learning opportunities and encourage children to concentrate. For example, the childminder talks to the children as they bake pretend cakes in the role-play area. She discusses flavours and

asks them which they liked best. Children develop their exploration and investigation skills, as they manipulate dough and make a variety of shapes and models. The childminder engages children in conversation throughout the activity, which helps to enhance their communication and language skills.

The childminder gathers appropriate information from the parents when children first start, both verbally and in written form. This exchange of information allows the childminder to develop some knowledge of the children's interests and starting points. The childminder then carries out regular observations and assessments of the children's learning; however, she does not always use this information to identify their next steps and to inform future planning. This means activities do not always focus strongly on children's next steps in their learning, to help them to make best progress. Nevertheless, the childminder is providing a range of activities and appropriate support; consequently, children are making satisfactory progress and are developing some of the key skills required for the next stage of learning.

The childminder fosters positive relationships with parents and is committed to involving them in their child's learning. The childminder exchanges information with parents about their children on a daily basis, verbally and through daily diaries. She shares what children have enjoyed doing each day and talks with parents about what their children have achieved, so that they can continue this learning at home. The childminder completes a written progress check for children between the ages of two and three years, and has a clear understanding of the importance of involving parents and other professionals. This helps to ensure continuity of progress and welfare for children in this age range.

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

The indoor environment is safe, welcoming and adequately equipped. Resources are easily accessible and children are encouraged to make independent choices. However, children do not have daily opportunities to be outside in the childminder's garden to engage in active physical play. The childminder does make some trips to local parks and amenities, which provides children with some opportunities to develop their physical skills. However, this is not sufficient enough to provide children with suitable opportunities to enhance their overall learning and development within the outdoor environment. Good relationships have been established and the children are happy in the childminder's care. The childminder provides occasional reassurance and cuddles to the children, and they happily return to their play. This supports their all-round development and emotional well-being.

Children's health is suitably promoted. The childminder teaches children about good hygiene practices as part of their daily routines. For example, they wash their hands before lunch and after visiting the bathroom. Parents provide meals for their children and are encouraged to bring in healthy options. The children can access their own drinks at any time. During daily activities, the childminder helps children understand about how to keep themselves and others safe. For example, they learn how to cross roads safely when on outings, and are gently reminded to tidy up their play areas to prevent a trip or fall. The childminder manages behaviour effectively as she acts as a positive role model to children. She remains calm and consistent in her approach, so the children understand the

boundaries and expectations of the setting. Positive strategies are in place and the childminder reinforces appropriate behaviour, providing clear guidance to children. Therefore, children develop an understanding of risk while being in a safe environment.

The childminder talks with the children about what to expect when they go to nursery or school. In addition, younger children accompany her to collect older children from school, so they become familiar with the local school. This helps the children to develop the confidence they need when they are ready for the next stage in their learning. However, the childminder has not yet established relationships with schools, or other providers, to ensure there is a robust system in place to support children's future moves. Consequently, the childminder is not fully supporting continuity of learning for children.

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

Children are well protected as the childminder demonstrates suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of the signs of abuse and the procedures for reporting concerns, and has attended safeguarding training. Risk assessments are thorough and identify potential dangers to children and how they will be eliminated or minimise. The childminder supports parents' understanding of her practice by providing them with copies of policies and procedures, so they fully understand the service she provides. The childminder conducts daily checks of the premises and equipment to ensure the environment is safe and suitable for children. This means children are able to play and learn in a safe environment. The childminder is aware of her responsibilities when administering medication and treating minor accidents, and holds a valid first-aid certificate. A daily register is maintained of the children attending, accurately recording their times of arrival and departure. As a result, children are well protected.

The childminder understands the purpose of self-evaluation. She takes into account the views of parents and children, and uses their ideas to contribute to the continual improvement of the provision. The childminder understands the importance of monitoring the educational programmes to support the children in their learning and development. She regularly completes suitable observations and assessments on the children; however, information gained from these is not used to ensure that children are making good progress in their learning. In addition, the childminder has not sufficiently addressed the recommendations raised at the previous inspection in order to further improve children's achievements. This does not fully support continuous improvement.

The childminder has established good relationships with parents to support the children in their learning and development. Parents are complimentary about the setting and make comments, such as 'I am really happy with the care my child receives' and 'the childminder is excellent'. The childminder makes good use of support networks and other local childcare professionals. She meets up with other childminders regularly for peer support and encouragement. As a result, she has more opportunities for regular reflection of her practice that have a positive impact on learning outcomes for children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	321235
Local authority	York
Inspection number	872113
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	09/09/2011
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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