

Inspection date

Previous inspection date

20/08/2014

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 quality of teaching is consistently good. As a result, children make progress across the seven areas of learning, particularly in the development of communication and language skills.
- Children form secure bonds with the childminder and explore their environment with confidence. This has a positive impact on their emotional well-being and ensures they develop self-confidence.
- Partnerships with parents are highly effective. The childminder makes sure that relevant information about what children learn at home is regularly shared. This means that she has a clear overview of progress and can plan effectively for children's next steps.
- The childminder has robust procedures for protecting children from harm and is aware of her duty to keep them safe.
- The childminder demonstrates a commitment and drive towards maintaining high standards of practice through the use of monitoring systems and development plans.

It is not yet outstanding because

- Children's understanding of the importance of healthy practices, such as personal hygiene and healthy eating, are not always best 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 toured the premises and observed children's activities.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector obtained the views of parents through discussion and written feedback.
- The inspector looked at documents, including a selection of policies and children's assessments records.
- The inspector checked evidence of the childminder's suitability.
- The inspector spoke to the childminder at appropriate times throughout the inspection.

Inspector

Michelle Lorains

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged 19 months, three years and five years in a house in the Acomb area of York. The whole of the ground floor, two bedrooms and the bathroom on the first floor, and the rear garden are used for childminding. The family has two guinea pigs as pets. The childminder attends a toddler group and activities at the local church. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll who is in the early years age group and attends for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Morton Michel Childcare group.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about the factors that contribute towards a healthy lifestyles, for example, by initiating discussions about the importance of hand washing and healthy eating.

Inspection judgements

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

The childminder has a thorough understanding of the learning and development requirements within the Early Years Foundation Stage. Consequently, children benefit from experiences which enable them to make good progress across the seven areas of learning. The balance of child-led and adult-initiated experiences is effective, therefore, children persist at self-chosen tasks and display high levels of involvement to achieve personal goals. For example, the childminder follows young children in the playroom where they begin to dance to the music. They are able to express themselves creatively and develop skills in information and communication technology, as the childminder encourages them to turn the songs over for themselves. Older children are encouraged to think critically and develop problem-solving skills as they set out to create complicated tracks for their trains. The childminder offers words of praise and support. Consequently, children persevere and learn new skills as they feel supported to test out their ideas.

Parents are fully involved in their children's learning because the childminder has successful strategies to engage them. For example, parents write wow moments in their child's learning journey record to convey key messages about their child's learning and development, such as new words said at home. This means planning is based around what children know and can already do, with effective use of baseline assessments to

provide accurate assessments of starting points, from which children make very good progress. The childminder makes regular observations of children and these contribute to planning, so that next steps are precise and sharply focused. Information is shared professionally between other settings children attend, such as nurseries and schools. This means children benefit from continuity of learning and are able to celebrate their achievements with others.

Children develop the skills they need for school in the future. For example, the childminder teaches children basic literacy skills to start them on their journey towards reading and writing. They begin to develop grip to hold pencils as they make marks with crayons and the childminder encourages parents to read to children and become involved in story time. The childminder uses children's areas of interest, such as trains, to say number names in the right order and they hear mathematical language during action songs. The childminder has a strong knowledge of how to support children with special educational needs and/or disabilities, or those who speak English as an additional language. This is because she has developed strong links with other professionals within the community, to ensure that children receive the care and support they need.

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

Children's emotional well-being is supported well in the childminder's care. The childminder is kind and caring towards them and manages behaviour positively. As a result, the environment is calm and children are very accepting of each other. For example, the childminder supports young children to say sorry if they hurt someone, they show care and concern for each other and begin to develop awareness that their actions can hurt others. The childminder encourages children to manage appropriate risks for themselves and as a result, they learn to stay safe. This is achieved through gentle reminders and questions about consequences. For example, she discusses with children what will happen if they throw balls indoors, or how to sit at the table safely.

Settling-in procedures are effective and the childminder invites children for visits to get to know them before they attend for full sessions. Information regarding children's care needs and routine is collated in an All about me booklet, which enables the childminder to provide children with stability and establish individual needs. Children have access to their comfort basket, which has their photograph and name on the front. Parents bring comfort items and family picture cards for children to make links to and feel soothed by. Consequently, children are very happy and settled with the childminder. They move around the environment confidently, which demonstrates they feel safe and secure in her care. The childminder makes every attempt to prepare children for the next stages in their learning. For example, there is a procedure for toilet training children and the childminder has discussions with parents to ensure children are developmentally ready for this step.

Children are encouraged to be independent and develop self-help skills, such as feeding themselves and managing the toilet. However, children are not always best supported in understanding the importance of the factors that contribute towards a healthy lifestyle. For example, opportunities to initiate discussions about why we wash our hands and about healthy eating, are missed by the childminder. Children benefit from a rolling snack time,

which means their play is not interrupted by daily routine and they can remain focused on their goals. The childminder ensures drinking bottles are accessible at all times and provides a range of healthy, home-cooked meals.

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

The childminder has robust procedures in place for protecting children from harm. She fully understands her duty of care in regard to safeguarding and policies are embedded into practice. For example, the childminder has completed safeguarding training and has Disclosure and Barring Service checks in place for adult household members. The environment is kept safe and secure for children as thorough risk assessments are carried out regularly. This means children can explore their surroundings comfortably. Children learn how to keep themselves safe and manage risk for themselves, therefore, they develop confidence to try new things and to persevere.

The childminder effectively uses tracking assessments to ensure children make good progress across the seven areas of learning. Planning and assessment are precise and the childminder demonstrates competence to identify any gaps in children's development and in how to tackle them if they occur. The childminder reflects on her practice and uses a self-evaluation form, along with monitoring reports from the local authority, to identify where improvements are needed. She also seeks the views of parents and children. She then takes positive and well-targeted action, which results in improvement that actively benefits the children. Feedback from parents is very positive and they state the childminder is 'perfect in every way'. Families are delighted with the progress their children have made since starting, particularly in developing confidence and communication skills. The childminder has clear strategies in place to work in partnership with other professionals when the need arises. This means that she is suitably equipped to ensure that children's individual needs are met and that they make consistently good progress.

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. 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	EY473109
Local authority	York
Inspection number	960768
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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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