

<b>Inspection date</b>	26/08/2014
Previous inspection date	20/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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's good knowledge on how to support children's learning means she is able to plan challenging experiences that meet children's needs and promote their good progress.
- The childminder's up-to-date knowledge of child protection enables her to fully implement procedures to protect children. This helps to keep them safe.
- Partnerships with parents and other professionals are successful and ensure children's needs are met. Self-evaluation is used to drive improvements and parents views are actively sought to contribute to this process.
- The childminder has good teaching skills and promotes children's language development particularly well, meaning children gain the key skills needed for the next stage in their learning.

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

- Opportunities to skilfully question children during self-chosen activities are sometimes missed, meaning their thinking is not always extended.
- The childminder's messages to children on what behaviour is expected are not always consistent, meaning at times children are not fully aware of the reasoning behind the childminder's request.

## 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 observed activities in the indoor and outside learning environments.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector took account of the views of parents spoken to on the day and discussed self-evaluation with the childminder.

## Inspector

Samantha Firth

## Full report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and child aged 14 years in the village of Dunnington on the outskirts of York. The whole of the ground floor is used for childminding, as well as the enclosed back garden. There are currently five children on roll in the early years age range and they attend for a variety of sessions. The childminder visits toddler groups and local amenities such as, the park regularly. She also drops off and collects children from the local school. The childminding provision operates all year round from 7.45am to 6.30pm, Monday to Friday. The childminder receives funding for the provision of free early education to children aged three and four years and 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:

- extend children's thinking in their self-chosen play through skilful questioning that encourages them to consider different ways of doing things
- enhance children's understanding further on what behaviour is expected by always providing consistent messages.

## Inspection judgements

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

The childminder has good knowledge of the early years foundation stage and how to support children's development in the seven areas of learning and development. Teaching is rooted in good understanding of what each child can achieve. The childminder uses this knowledge to plan challenging activities. For example, the childminder gives children resources to blow bubbles outside. She asks them to predict what will happen to the bubbles in the wind. Children make their predictions and giggle in delight as they test out their theory. However the childminder does not always challenge children's thinking during their self-chosen play. Therefore, children are not always encouraged to consider different ways of doing things. The childminder purposefully observes children's interests and ensures resources are available to support them, resulting in motivated learners. For example, she recognises when children enjoy using buttons and switches and therefore, provides toys such as, telephones and music players, to which children show their delight by dancing along to them. The childminder assesses each child's development, enabling her to plan effectively and support children to make consistently good progress towards the early learning goals. They are well prepared and develop the range of skills necessary

for their future learning and move to school.

The childminder provides varied activities to support children to make good progress in the prime areas of learning. For example, young children concentrate and persist to develop their physical skills as they learn to ride scooters and use their social skills to engage others in imaginative play. The childminder places high priority on supporting children's language development. She encourages children to talk about experiences from home and extends these experiences in the setting, which helps children to feel valued. For example, children talk about visiting a museum with their family, and the childminder extends this experience in the setting through role play and stories. Children are encouraged to listen to, and identify, different sounds they hear and engage in regular music and singing time. As a result, children are making very good progress with developing their listening and attention skills and are achieving beyond what is typically expected for their age.

The childminder effectively engages parents in their children's learning. For example, parents' contributions inform the childminder of what their child has already achieved on entry to the setting. The childminder uses this information well as a starting point to observe development. The childminder accurately assesses development to inform planning, ensuring children continuously progress. Parents regularly access their child's file and discuss their child's development with the childminder. This enables the childminder to create a well-informed progress check of development for children between the ages of two-and-three.

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

The setting is warm and welcoming. The childminder is a positive role model who is calm and patient and speaks kindly, enabling children to feel reassured in her presence and motivated to learn. Children are learning how to value and appreciate differences. Older children recognise that younger children have different physical abilities and support them to use the scooters. This enables very young children to have a sense of belonging in the setting and supports them in taking risks, particularly with their physical development. Children share concerns with the childminder such as, when a toy doesn't work in the way they expect it to. The childminder gives good support by offering guidance to enable the child to resolve their concern with independence. Children are learning to behave positively and they confidently remind each other of safety rules, allowing them to play and explore in safety. However at times children are unsure of the reasoning behind the childminder's expectations as messages are sometimes inconsistent and explanations are unclear. This reduces the overall quality of positive learning which takes place.

The childminder implements good settling in practices, placing a strong emphasis on supporting children's emotional well-being. Children initially experience the setting with a parent, allowing them to feel reassured and safe before extending the time they are left in the childminder's care. Children spend time in larger groups, developing the social skills needed for school. They meet new children, play cooperatively and build friendships. The childminder talks about school with the children, building their understanding of what to expect when they make their transition, supporting children to be emotionally prepared for

when this happens. The childminder has links with schools through professional forums, giving opportunity to share information, which further ensures that children experience a smooth transition to school.

The childminder supports children to lead a healthy lifestyle. Snacks and meals are healthy and drinks are a choice of water or milk, promoting dental health. Children are aware of the need to dress appropriately for the weather to enjoy the outdoors, and readily tell the childminder if they are too warm and want to take their jacket off. Children are supported to develop skills to manage their own personal needs relative to their age. Older children use the toilet and wash their hands independently and younger children are encouraged to take their own coat and shoes off. They enjoy physical activity such as, using scooters and bikes and the large climbing equipment in the park, and experiencing natural textures such as, mud and moving around on uneven ground in the park. Children learn about road safety and the importance of staying near to the childminder when they go out and about. They play in a safe environment with safe toys as the childminder completes risk assessments and minimises hazards effectively. Children learn to help tidy away their toys and to take responsibility for their belongings, themselves and each other. This prepares them well for their future learning.

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

The childminder meets all requirements of the Early Years Foundation Stage. She maintains well organised policies and procedures and assesses and manages risks on an ongoing basis, including ensuring children know what to do in the event of a fire. The childminder's training in food hygiene enables her to minimise risks by maintaining good food preparation practice. The childminder keeps her knowledge of safeguarding up-to-date through training, meaning she is fully aware of the indicator signs of potential and actual harm to children and the process to follow should she have any concerns. All adults living on the premises are suitability checked, making the setting a safe place for children to thrive.

The educational programmes provide children with effective activities and experiences to help them make good progress in their learning and development. The childminder observes children's interest and involvement and revisits activities to make sure new skills and knowledge are remembered and embedded. This enables the childminder to ensure the quality of her teaching and the educational programmes she provides are successful. Since her last inspection, the childminder reflects more on her provision as recommended in the report. The childminder liaises with parents, local childminders and other providers of early years education as well as the local authority to share good practice and inform the evaluation priorities for her provision. She has made improvements such as, celebrating festivals from different cultures and reflecting diversity through books. This has helped to develop children's understanding of differences and the wider world.

The childminder forms good relationships with parents and works in close partnership with them to ensure information on development and care is shared. Parents report they are happy with the care provided and comment on how happy the children are in the warm

and friendly setting. They value the discussions they have with the childminder regarding their child's development and the progress records she maintains. Parents are particularly complimentary on the childminder's skills to observe and support language development. The childminder understands the importance of working in partnership with other practitioners who provide shared care for children, including working closely with schools to complement children's learning. She also knows there may be occasions when she needs to work with specialised professionals to support children with special educational needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY152862
<b>Local authority</b>	York
<b>Inspection number</b>	869694
<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>	3
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/11/2008
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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