

Inspection date	26/08/2014
Previous inspection date	12/11/2008

The quality and standards of the early years provision	This inspection:	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 knows the children's strengths and interests through her observations, and uses this information effectively to plan for their next steps in learning.
- Children are kept healthy and safe because the childminder has a broad range of robust safeguarding arrangements.
- The childminder supports children's emotional well-being effectively, through warm and secure attachments with them.
- The childminder plays with the children and plans activities, to support their good progress towards the early learning goals.
- The childminder has strong partnerships with parents, promoting a shared approach to their children's learning and development.

It is not yet outstanding because

- The children have fewer opportunities to develop their early writing skills in the setting, for example, through making marks in different media.

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 looked at evidence of children's progress from their starting points, including parents' contributions.
- The inspector looked at the parts of the house used for childminding.
- The inspector looked at planning, including individual plans for children.
- The inspector looked at documentation, including policies and procedures to keep children healthy and safe.
- The inspector observed the childminder playing with the children.

Inspector

Rose Tanser

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 partner in a bungalow in York. The playroom and kitchen, a bedroom for the children to sleep and a bathroom are used for childminding. There is a rear garden, but this is not currently used for childminding purposes. The childminder has two dogs as pets. The childminder attends local groups and activities at the local children's centres and playgroups. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group, and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder has a childcare qualification at level 3.

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 develop their early writing skills in the setting, for example, through children accessing a range of media for them to make marks.

Inspection judgements

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

The childminder provides a calm, organised and stimulating learning environment that motivates the children to play and explore. The children are well supported because the childminder accurately identifies their current fascinations through her observations. She ensures that there are a range of resources to help them explore their interests further and they have time to become involved in activities. The childminder plans for every child, to ensure they are making good progress towards the early learning goals. If she has any concerns about children's learning and development she informs parents, and supports them with information about how to access different services in the community. The childminder sensitively joins in with the children when they are playing to extend their learning. For example, the children enjoy playing with a range of resources in a sensory basket. The childminder encourages them to use their senses as they explore the different resources, talking to the children about the different textures and sounds. The children respond to her suggestions which encourages them to explore resources in a variety of ways. The childminder plans topics over the year to teach the children new skills and arouse their curiosity. As a result, children are well supported to be ready for their next stage of learning, including school.

The childminder starts to build strong partnerships with children and their families that attend her setting, right from the start. She asks for information about the children's

interests and their home routines. The children settle quickly because she uses this information to plan their time together. The childminder ensures there are resources that currently interest them and familiar routines are followed. She knows that all children are making good progress through her observations, and plans for children's changing interests and needs. There are a good range of resources that strongly support children's learning and development across all areas of learning. However, there are fewer opportunities for children to enjoy the experience of making marks, using different media, to support their early writing skills, while in the setting.

Parents continue to be informed about their children's learning and development, which strengthens partnerships between the setting and home. The childminder seeks parents' views on what they want their children to learn, and these are incorporated into the planning. She documents children's learning and progress in individual folders. Parents and children enjoy looking through the folders and see the progress that has been made from their starting points in the setting. The childminder completes the statutory progress check for children aged between two and three for parents. Parents find out what motivates their children in the setting and can continue these interests at home.

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

The children benefit from warm and secure attachments with the childminder. She has a calm and positive approach to all children, which effectively promotes their emotional well-being. The environment is welcoming and there are a good range of resources to motivate the children. Most resources are easily accessible for even the youngest children, which supports their growing independence. The children are confident to ask for other resources that are not freely accessible. The children behave well, and this is reinforced by the childminder, who is a good role model. She gives consistent messages about behaviour so the children understand what is acceptable, for example, the children are encouraged to take turns and share resources. The childminder has regular, but flexible daily routines, which make the children feel secure and promotes their emotional well-being.

The children are encouraged to become independent with their health and self-care skills. They manage their personal needs appropriately for their ages and stages of development, and the childminder encourages this independence. She teaches the children about the importance of hand washing at appropriate times. The children learn about how to lead healthy lifestyles. The childminder takes the children to the shops to buy the food for their snacks, teaching them about the range of fruits and vegetables that are available. She works in partnership with parents, supporting them to provide healthy packed lunches for their children. The children sit together at snack and mealtimes, and the childminder chats to them. This promotes good relationships across the setting. The children have opportunities to be outside every day. The childminder takes them to a range of local amenities where they can enjoy physical exercise. She encourages the children to attempt new challenges, appropriate to their ages, where the children can begin to make their own risk assessments. This supports the children's growing self-confidence to attempt new challenges.

The childminder has good induction arrangements to help children settle in the setting quickly. Prior to children starting in the setting they have short visits with their parents, so they get to know the childminder and the new environment. These arrangements build strong partnerships with families right from the start. The childminder supports children who are moving on to school effectively through good links with the local schools. She has books about starting school and arranges visits to local pre-schools and schools. This supports children with their transition from the setting, helping them to feel confident about their move.

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

The children are kept safe and healthy because the childminder ensures that she complies with the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a comprehensive range of policies and procedures that provide a robust framework for ensuring the health and safety of the children. She shares these with parents as part of the induction process and as a result, parents are confident when they leave their children. The childminder has risk assessments for the house and outings to further ensure the care and safety of the children. The house is checked daily to ensure there are no possible hazards. The access to the house is secure so the children are kept safe. The childminder fully understands her responsibilities and the steps to take in the event of any concerns about children. As a result, children are safeguarded well.

The childminder completes regular observations and assessments for each child, which inform the planned activities and experiences. She has a good understanding of the next steps for each child and consequently, children make good progress in their learning and development. Parents are kept well informed about their children's learning and development at the setting and use this information to identify further learning opportunities at home. She swiftly identifies if any children need extra support in an area of learning and plans timely interventions in partnership with parents. This means that any gaps in children's learning and development are closing.

The childminder has a strong commitment to providing children and their parents with good quality care and education. Parents' views are valued and included in her self-evaluation, which further enhances the childminder's practice. The childminder has letters from parents, praising the high levels of care and education that she provides for the children. She undertakes a good range of early years training to continue her professional development, to ensure she has current knowledge and skills to meet the needs of the children. The childminder has strong partnerships with the local schools, children's centres and other childminders in the area. She has a good knowledge of how to seek support for parents if they have concerns about their child's development. Consequently, the childminder meets children's individual needs and is able to effectively support their progression towards the early learning goals.

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	EY232327
Local authority	York
Inspection number	869960
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12/11/2008
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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