

Inspection date	28/08/2014
Previous inspection date	27/02/2009

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

- Children make adequate progress in relation to their starting points and are encouraged to be independent. This is because the childminder and her assistant have high expectations of children and are supportive of them.
- Children are able to form secure attachments with the childminder and her assistant. This is because information is gathered about children before they start and the childminder knows them well.
- The childminder fully understands the safeguarding and welfare requirements. Therefore, children are kept safe and secure in her care.

It is not yet good because

- The quality of teaching is variable and experiences are not always challenging for children. As a result, there are times when they do not engage fully in their learning.
- The childminder has not undertaken a progress check for children aged between two and three years. As a result, parents have not received a written summary of children's progress. This is a breach of statutory requirements within the Early Years Foundation Stage.
- Relationships with other settings children attend, such as schools and nurseries, are not fully established. This does not wholly support children's continuity of learning.

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 spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector toured the premises used by children during the inspection and observed children's activities.
- The inspector observed practice and the interactions between the childminder, her assistant and children during play and care routines.
- The inspector looked at documents, including a selection of policies, children's journals and checked evidence of the childminder and the suitability of her assistant.
- The inspector obtained the views of parents through discussion, letters and questionnaires.

Inspector

Michelle Lorains

Full report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Whitby. The whole of the ground floor including the bathroom, and the rear garden are used for childminding. The childminder visits the park on a regular basis. The childminder employs an assistant. There are currently 12 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to 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:

- improve the quality of teaching to ensure it is consistently good in order to challenge and stimulate all children so they make good progress across the seven areas of learning
- ensure that knowledge and understanding is developed of the progress check for children aged between two and three years in order to provide a written summary of children's progress for parents, so that it is undertaken as part of effective assessment arrangements.

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

- promote continuity of care and learning for children by building relationships with all other settings they attend, such as schools, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

The quality of teaching requires improvement because it is not consistently good. Although children make adequate progress in relation to their starting points, opportunities to extend learning are not made best use of. As a result, some experiences lack challenge which does not support children to make the best possible progress. For example, children enjoy using small world resources, such as trains and tracks to play imaginatively. However, the childminder and her assistant do not encourage children to

think critically and make different tracks to develop problem solving skills. Children are generally occupied in their experiences and the childminder follows their lead during play to develop their communication skills. For example, key words are modelled clearly to the youngest children to extend their vocabulary. Babies make suitable progress in the prime areas of learning as they enjoy one-to-one time with the assistant exploring sensory objects, such as rattles and musical toys.

Children have opportunities to use a range of mark making equipment and enjoy stories with the childminder. They are able to count items past twenty and show skill in spelling out their name without support. The childminder and her assistant praise children for their efforts and this means they are willing to persevere to learn new skills. Therefore, children gain some skills in literacy and numeracy so they are prepared for their next stage in learning. The childminder and her assistant demonstrate capability to identify gaps in children's learning and are able to access extra support for children with special educational needs and/or disabilities or those who have English as an additional language. For example, they currently work alongside other professionals by creating health care plans with achievable learning targets to minimise gaps in children's learning.

The childminder has not completed a progress check for children aged between two and three years. A written summary of children's progress has not been provided to parents. This is a breach of statutory requirements of the Early Years Foundation Stage. However, parents are able to contribute to children's learning and they do so by using journals, which contain photographs and observations of children. The childminder, her assistant and parents use the journals to share children's developmental achievements and discuss their progress. This means parents are supported to extend children's learning at home.

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

Children are able to form secure bonds with the childminder and her assistant. This is because they are caring and supportive towards them, which has a positive impact on their emotional well-being. Babies thrive from the care they receive as they enjoy close contact when having a bottle feed and have their needs fully met. For example, nappy changes are carried out regularly and the childminder's assistant talks to them soothingly during their care routines. Children have established individual routines and parents share information with regard to their sleep, meal times and play. This enables the childminder and her assistant to fully meet their needs and make preparations to ensure the provision runs smoothly, for example, preparing quiet areas for sleep. Journals are used to communicate messages to parents and provide information on children's care. As a result, children benefit from effective communication, which appropriately promotes their overall well-being.

Behaviour is managed positively and the childminder and her assistant have high expectations of children. Children benefit from clear and consistent boundaries which they are mostly able to manage for themselves and the childminder discusses strategies with parents to help support them at home. Children show kindness towards each other and participate in play together while the childminder's assistant gently reminds them to take turns. This is effective as children learn to share and develop social skills. During

imaginative role play, the childminder teaches children to keep themselves safe. They talk about different risks in the kitchen, including the kettle and the oven and children are confident in their responses as they talk about how things become hot.

Children learn about what contributes to a healthy lifestyle and are encouraged to be independent. For example, they enjoy free flowing snack with fruit and have access to their drinks at all times. The childminder encourages children to use wash cloths and soap before mealtimes. There are posters with information about germs for children to see. Children benefit from access to the large outdoor area where they have opportunities to develop large physical skills and have fresh air. For example, they enjoy playing in the ball pool and take regular walks in the community.

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

The childminder fully understands the safeguarding and welfare requirements. For example, she has obtained a Disclosure and Barring Service check for her assistant and they both attend regular safeguarding training. Consequently, the childminder and her assistant are confident to report and record concerns about children's welfare, including any concerns with regard to their practice. Risk assessments are robust and include indoors, outdoors and trips out of the home. Therefore, children are kept safe and secure with the childminder and her assistant.

Since the last inspection the childminder has made improvements to ensure the indoor and outdoor learning environments are accessible for children. This has had a positive impact on children's independence. The childminder has monitored the educational programme using observations of children, which are linked to the areas of learning. However, the progress check for children aged between two and three years has not been completed in order to provide parents with a written summary of children's development. The childminder monitors the practice of her assistant and they work effectively together, holding regular discussions on how to make improvements. The childminder and her assistant have attended training to develop their skills to work with children. For example, they both have qualifications at level 3 in Early Years and have attended a range of Early Years Foundation Stage courses with the local authority.

Self-evaluation is completed and the childminder obtains feedback from the local authority in the form of monitoring reports to help plan for further improvements. The childminder also takes account of the views of parents by providing regular questionnaires to help her reflect on how well the needs of families are met. Relationships with other professionals are effective in meeting children's needs. However, links with all other settings that children attend, such as schools and nurseries are not fully in place. Parents speak highly of the childminder and her assistant as they leave letters of recommendation and contribute to the inspection through discussion. They are particularly pleased with the loving environment for children and also value the journals as effective methods of communication. This demonstrates the effort the childminder has made to ensure parents feel valued and part of children's ongoing development.

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	400968
Local authority	North Yorkshire
Inspection number	868917
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	27/02/2009
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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