

Inspection date	29/09/2014
Previous inspection date	19/03/2012

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 has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, kept safe and well protected.
- The good quality of observation, planning and assessment provides interesting and stimulating activities that engages children and enables them to make good progress.
- Partnerships with parents are well established and encouraged by the childminder. This results in parents making regular and positive contributions to their children's learning and assessment.
- Children are happy and settled with the childminder. They form secure attachments and positive relationships, which effectively promotes their emotional well-being.

It is not yet outstanding because

- There is room to further develop the use of a range of teaching strategies, including giving the children more time to respond to open ended questions, in order to enhance the already good opportunities for children to develop their thinking and learning skills.
- The childminder does not always use routines at snack times to further enhance children's self-help and independence skills, for example, by letting children help prepare snack, and serve themselves food and drink.

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 had a tour of the childminder's home.
- The inspector observed the childminder while she interacted with children.
The inspector looked at some documentation, including the childminder's policies, risk assessments and children's development records. She verified that suitability checks have been completed on all adults in the household.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector and childminder undertook a joint observation of an activity.

Inspector
Kerry Holder

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Selby, North Yorkshire. The whole of the ground floor, the bathroom which is situated upstairs, and the rear garden are used for childminding. The family have two cats. The childminder attends activities in the local area and she collects children from the local school. There are currently 11 children on roll, three of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen the already good teaching methods used, to allow children more time to answer questions, therefore promoting their thinking and learning skills
- review the snack time procedures to provide children with more opportunities to practise their independence and self-care skills, for example, by encouraging them to help prepare their own food and serve their own food and drinks.

Inspection judgements

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

The quality of teaching is good as the childminder effectively promotes the children's learning and development. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage and this enables her to reflect positively on the good progress children are making. Regular progress checks are in place for all children and the childminder understands the importance of tracking children's development in order to support them to reach their potential. The childminder has an effective system in place for completing and sharing the progress check for children between the ages of two and three years with parents. She supports children sensitively and extends their thinking through carefully planned activities. For example, as the childminder plays with a farm with the children, she adapts her use of language and questioning to suit the children's age and stage of development. This shows that the childminder has a good understanding of the skills and abilities of all the children in her care, and how they can be supported to progress even further. The childminder speaks clearly and models language well, using and repeating single words and sounds as children play. For example, she asks the children to repeat the names of objects back to the childminder as they play with a treasure box. As a result, children are becoming competent communicators and listeners. The childminder makes good use of open-ended questions, to promote children's thinking

skills and encourage them to recall and describe previous events. For example, she asks them about their morning activities. However, the childminder sometimes misses opportunities to extend children's thinking and learning, as she does not always give them sufficient time to formulate their answer and respond to the good range of open questions during play.

The childminder provides a broad range of age and stage appropriate resources, which are stored to encourage the children to initiate their own play experiences. As a result, children develop good independence skills as they make choices in the spacious environment. Children have opportunities to develop their own ideas and interests through the continuous provision of activities led by the childminder, which are focused on extending children's knowledge and skills further. This ensures that children have a good balance of child-initiated experiences and adult-led opportunities. Children thoroughly enjoy opportunities to initiate their own play and follow their interests and they do this with confidence and enthusiasm. The childminder participates well in children's play as she joins in at their level and allows children to take the lead. As a result, children feel valued and respected. Children enjoy a range of outings that further complement their learning. For example, they regularly visit local playgroups and play areas. These outings offer interesting and challenging experiences, which successfully promote children's understanding of the world and their physical development. Consequently, this prepares children well in readiness for the next stage of their learning and eventually for school.

Parents are actively encouraged to be involved in their children's learning and development. The childminder gathers detailed information from them about their children's needs and levels of ability from the start, which enables them to settle quickly. She then continues to work closely with parents, offering daily feedback about what their children have been doing and how they can support them further. The childminder shares children's learning journeys with parents on an ongoing basis, so they are fully informed of the progress children are making. Ideas to extend children's learning at home are provided by the childminder through verbal discussions. These strategies successfully keep parents informed and able to extend their children's learning away from the setting.

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

Children are very settled with this warm and caring childminder, as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of this caring approach and form secure attachments with her. Children establish good friendships with other children attending. This is because the childminder sensitively supports children to learn to play well together. Effective settling-in procedures are in place, which ensures children are well-supported in their move from home into the setting as they feel comfortable and secure. Children's progression is further promoted as the childminder has established links with local primary schools to ensure the children are emotionally prepared for their future transition when they move onto the next stage in their learning.

Children's good health is well-promoted. For example, healthy snacks are provided which highlights to the children importance of fruit and vegetables in their diet. Parents provide

lunch for their children and this ensures that it meets their requirements and children's individual needs. Hygiene routines, such as washing their hands before snack time, are in place and well established. During meal times, the childminder takes the opportunity to chat to the children about the food they are eating. However, opportunities for children to develop their independence further, for example, by helping to prepare food or to pour drinks, are not always exploited. Children play outside each day in the secure garden, which has a wide range of equipment to support the development of their small and large muscles, and exploratory skills. They learn about road safety as they take part in walks in the surrounding area. Consequently, children are learning how to keep themselves safe when on outings or playing. These experiences help children gain good social skills and they develop the confidence they will need when moving on to other settings or school in the future.

Children's behaviour is managed effectively by the childminder as she uses a calm and consistent approach. She acts as a good role model as she reinforces appropriate behaviour and provides the children with clear explanations. As a result, children understand the boundaries and expectations within the setting. The childminder uses constant praise and encouragement throughout the children's activities, which promotes positive behaviour and develops their self-esteem. Therefore, children behave well as they feel assured in their surroundings. The childminder encourages the children to be independent as they access their own resources and help to tidy up after activities.

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

The childminder has a clear understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and implements her policies effectively on a daily basis. The childminder has attended safeguarding training and has an up-to-date paediatric first-aid qualification. Therefore, she is able to provide appropriate care in the event of an accident or emergency. A register of the children attending, including when they arrive and leave, is in place. Comprehensive risk assessments are in place and checks of the environment and resources ensure that children are well protected and can play and learn in a safe and secure environment. As a result of the childminder's good practice, children's safety and welfare are well promoted.

The childminder uses clear systems to monitor and evaluate the educational programmes for the children. This ensures that all areas of learning are covered and the children are progressing well in their learning and development. Self-evaluation is effective as the childminder shows commitment and strives to develop her future practice. This supports improvements within the setting and enhances opportunities for children. The childminder has attended training through the local authority and has developed strong relationships with other childminders in the local area. This enables her to disseminate good practice and to develop her provision further, demonstrating that the childminder has a good capacity to improve further. Consequently, all children benefit from exciting and purposeful activities, which secure their continuing progress.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. The childminder takes time to get to know the families and she keeps parents fully informed about their child's day by means of regular communication. She also sends them updates during the day through text messages. Links with the local school that the childminder drops off and collects from have been established and information is shared about the children's day. Consequently, this ensures continuity in the children's learning and helps them to acquire the skills required for the next stage in their development.

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	401158
Local authority	North Yorkshire
Inspection number	872196
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	19/03/2012
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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