

Inspection date	13/10/2014
Previous inspection date	27/11/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent understanding of child development, which enhances all aspects of teaching. As a result, children are highly motivated to learn.
- The childminder uses a variety of highly-effective methods to engage parents to ensure that information on learning, development and interests are shared and children experience consistency in expectations.
- The childminder's excellent knowledge of child protection issues supports children in her care to be very well safeguarded.
- The childminder places utmost priority on monitoring her educational programmes, ensuring children experience an outstanding provision.
- The childminder provides a highly innovative outdoor-learning environment where children show extremely high levels of engagement.

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 compulsory part 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 outdoor learning environments.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector took account of parent's views through the childminder's questionnaires and read the childminder's self-evaluation form.

Inspector

Samantha Firth

Full report

Information about the setting

The childminder was registered in September 2002 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult children in the village of Upper Poppleton near York. The majority of the ground floor and enclosed rear garden are used for childminding. The family has two cats as pets. There are currently eight children on roll, two of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 5.45pm, Monday to Thursday. The childminder 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:

- enhance the already highly effective support for children to investigate by, for example, further encouraging them to make predictions.

Inspection judgements

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

Teaching is of a consistently high standard. The childminder has outstanding knowledge of the seven areas of learning and development, enhanced by an excellent understanding of child development. This knowledge is worthy of dissemination to other providers. The childminder expertly implements her knowledge into the setting, meaning children experience a wealth of developmentally appropriate experiences. The childminder is highly skilled in identifying children's interests and uses these to plan experiences that enthuse and engage children. She adds challenge to children's existing skills, demonstrating her high expectations. For example, she identifies when young children are developing competency in filling and emptying containers, and extends this skill by challenging children to pour water into smaller containers. Children relish this and enjoy their achievements. As a result, children are highly engaged and active learners who are rapidly acquiring the skills and capacity to continue learning at school. There is scope to develop children's excellent investigation skills still further, for example, by encouraging children to make predictions about what might happen next.

The childminder continually observes children's development to individually tailor experiences to match individual needs. Consequently, children are making rapid progress from their starting points. The children's capacity to learn is underpinned by their high levels of personal, social and emotional development, meaning they are all developing beyond the level typical for their age. Children are extremely confident and thoroughly enjoy their time at the setting. They enthusiastically show others around the provision, demonstrating how different areas can be used. The childminder has an extremely sharp

focus on supporting children to acquire language and communication skills, by modelling many forms of communication. The childminder uses basic sign language with very young children, who also have access to pictorial cues, enabling them to communicate and express themselves. The childminder uses body language and facial expression as well as careful use of intonation in her talk for communication. She regularly introduces new words to extend vocabulary. Children enjoy daily singing and story time, where familiar rhymes develop children's confidence to have a go, and stories are carefully chosen so children can listen to the initial sounds of words. The childminder is very knowledgeable in the area of physical development and this knowledge has been further enhanced by recent training. Children have access to a wide range of textures and materials, offering high levels of stimulation to their sense of touch. Children thrive when given new physical challenges, such as using a skateboard, and spend time trying different techniques to move with it. Smaller motor skills are supported by playing with pegs, strengthening children's coordination and grip in preparation for writing.

The childminder fully commits to working in partnership with parents. They are wholly involved and considered in supporting children to settle. Parents support the childminder to understand the child's level of development at entry, enabling the childminder to pitch activities appropriately and include familiarity in experiences. Development is tracked and monitored expertly. The childminder, parents and other professionals where appropriate, actively contribute to successfully creating a full picture of children's achievements and interests on an ongoing basis. Assessments are well informed and precise, providing valuable information on individual priorities for each child. This robust approach enables children's needs to be met with an extremely high level of consistency. Parents have ready access to their child's information, both in the setting and through regular updates on a memory stick, meaning parents can view information at any time.

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

Children have secure emotional attachments with the childminder and thrive in this welcoming setting. Consequently, they have a sure foundation for well-being and independence. Children flourish in their relationships at the setting and are reassured to play and explore with extremely high levels of confidence. As a result, children have a very high sense of belonging and describe the setting as, 'one big family'. They move purposefully around the highly stimulating playroom and enclosed rear garden, making informed decisions about where to spend their time. Children interact with each other with extremely high levels of cooperation and eagerly involve the childminder and other children in their imaginative play. For example, children thoroughly enjoy the opportunities presented by the outdoor mud kitchen and role play a cafe scene together, placing orders for soup and ice cream and creating mixtures of sand, water and conkers. Information on care practices is gathered at entry and replicated in the setting, supporting children to settle. All aspects of the daily routine are considered as learning opportunities. For example, at snack time even very young children are supported to cut their own banana.

The children's safety and safeguarding is central to the practice in the setting. The childminder has identified and minimised hazards in the setting and on outings. These are explained to the children through various means, including through innovative rhymes to

help children remember how to keep themselves and others safe, and a lotto game with a safety theme. The childminder checks the identification of all visitors to the setting and uses a signing-in system. Children then mirror this and ask visitors to sign their chalkboard. Children are developing a very strong understanding of how to keep themselves healthy. The childminder promotes the practice of eating five portions of fruit and vegetables a day and provides healthy snacks of fruit and water. The setting displays posters of fruit and vegetables and children's learning is further enhanced through activities including playing games and by growing grapes. Children further adopt a healthy lifestyle through the opportunities they have for physical play. There are a wealth of experiences available to children outdoors, where they experience moving on different surfaces and have the space to run and jump. There is equipment available for children of all ages and stages of development to practice their large motor skills. Children take pleasure in taking supervised risks to master new and challenging equipment, enabling them to learn how to take care when learning new skills. Every consideration is given to the playroom, allowing children to have the space to move freely and also space to focus and concentrate. Children are also developing a growing understanding of how to keep themselves healthy through good handwashing practices that children require no prompting to follow. They use rhymes to learn how to use a tissue when they are sneezing or coughing, further enhancing children's understanding of how to stay healthy.

Support for children's emotional well-being is superb and provides an exceptional base for future learning. Consequently, children are enthusiastic learners who are keen to continue to build their skills and are very well prepared emotionally for school. Children spend time in larger groups, practising their skills to form new friendships and experience increased structure in the session in preparation for school. The childminder expertly and sensitively supports transitions between settings. Staff from other settings visit the children at the childminder's house where children are confident to meet new people, enabling a supportive relationship to begin. Information on development is shared at this point, enabling the staff from other settings to develop a good understanding of the child. Children gain more familiarity with their new setting when staff visit their playgroup, and when they are included in school events, such as an Easter egg hunt. As a result, children are exceeding well prepared for school.

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

The childminder has an excellent understanding of her responsibility in meeting both the safeguarding and welfare, and the learning and development requirements. As a result, highly effective systems are well embedded and continuously monitored to ensure all requirements of the Early Years Foundation Stage are met. Children's safety and safeguarding is given high regard. Risk assessments are robustly implemented, ensuring children are aware of the steps in place to minimise risks so they can play and explore in safety. The childminder is committed to ensuring her knowledge of child protection is secure and attends training to refresh her understanding. Children's safety is significantly enhanced by the wealth of information the childminder has available to support parents. Excellent organisational skills enable the childminder to ensure all written documents contain all the required information.

The childminder's drive for improvement is underpinned by her passion to deliver first-class provision to children. Her outstanding practice is significantly enhanced by her commitment to continuing her professional development. The childminder expertly identifies training appropriate to furthering her skills and implements new learning into her setting. Reflective practice is firmly embedded in every aspect of the setting. The childminder successfully identifies her strengths and areas to develop. For example, she has identified that the introduction of more books that reflect other languages, including Braille will enhance children's knowledge and understanding still further. Since her last inspection, the childminder has implemented a number of improvements, such as the well-loved mud kitchen and robust system for ensuring children know what to do in the event of a fire. The childminder actively seeks the views of those who use her setting to help inform her self-evaluation. Parents report through questionnaires that the childminder is an exceptional practitioner with high expectations and children say she is kind and fun. The childminder ensures her educational programmes and quality of teaching are of an exceptional standard through excellent monitoring and recording of children's level of engagement and motivation. Robust systems are in place to assess the development of children between the ages of two and three years. The childminder, parents and children work together to build an informed picture of the child's achievements to further inform health visitor assessments. This ensures that any gaps in development can be identified and addressed quickly.

The childminder is an active member of her local community and this has supported her capacity to establish highly successful partnerships with other providers, including the local school. This ensures a shared approach to supporting children's learning and contributes significantly to the progress they are making. Parents are fully valued and included in the setting. The childminder implements a number of highly-effective ways to successfully achieve this with all families. Parents are kept well informed of what the child experiences at the setting and in turn the childminder is kept aware of what the child experiences at home. The childminder further involves parents in the setting by including their knowledge and skills in her ongoing improvements. For example, a parent who is a music teacher has supported the childminder to enhance her music provision. The childminder is confident and experienced in working with health professionals to meet children's needs and reduce any barriers to learning and development. This enables all children, including those with additional needs, to make the best possible progress. The childminder's fully inclusive, warm, welcoming, stimulating provision means all children receive a happy and fulfilling experience that give them superb foundations for future learning.

The Childcare Register

The requirements for the compulsory 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	EY102918
Local authority	York
Inspection number	869614
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	27/11/2008
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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