

Inspection date	16/10/2014
Previous inspection date	16/02/2011

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		1
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

- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. The childminder uses this information to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- Children are effectively safeguarded through the childminder's secure knowledge and understanding of child protection issues and procedures, which protects children from potential harm.
- The childminder is highly skilled in developing secure, warm and trusting relationships with the children. She provides them with a safe environment. As a result, children behave well, play co-operatively, settle in her care and are emotionally prepared for the next stage of their learning.
- The childminder is thoroughly committed to making ongoing improvements to her knowledge and skills and sets realistic goals for her future development. Consequently, she demonstrates the ability to further develop the provision for all children.

It is not yet outstanding because

- The effective systems for working in partnership with parents does not yet fully include detailed information about how they can help support their child's learning at home.

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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation and examined samples of documentation related to supporting children's welfare and learning.
- The inspector took into account the view of parents and carers spoken to on the day, as well as feedback from parents gathered through written questionnaires.
- The inspector viewed the areas of the premises used for childminding.
- The inspector checked evidence of the suitability of adults living on the premises, along with the childminder's qualifications.

Inspector

Estella Champion

Full report

Information about the setting

The childminder registered in 2010. She lives with her child aged eight years in the Clifton area of York. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 11 children on roll, of whom six are within the early years age range. Children attend on a part-time basis for a variety of sessions. The childminder receives funding for the provision of free early education to children aged two- three- and four-years-old. The childminder collects and takes children to a local pre-school and school. The sitting room, kitchen and downstairs toilet facilities are used for childminding. There is an enclosed rear garden for children to access outdoor play. A community park and grassed area with vegetable plots at the front of the house are also accessed by the children, with the childminder. Children are taken for walks and outings to places of interest within the local community. The childminder accesses local groups at the nearby children's centre. The family has a cat as a pet. The childminder operates from 7am to 5.30pm, 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:

- enhance the already good information that is shared with parents by providing them with even more detailed information about how they can further support their child's learning at home.

Inspection judgements

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

The quality of teaching is good because children are well supported to make good progress. The childminder demonstrates good teaching skills throughout her interactions with children, ensuring they are supported to explore and discover new things as they play. She 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 for the children to play with. The children show their delight by dancing along to the resulting sound and music that they create. The childminder successfully turns child-led activities into challenging learning experiences for children. For instance, when a child who is not yet speaking, plays with a noisy toy, she extends the child's language skills by starting a game where the child is encouraged to copy the sounds the toy makes. The child shows their delight with this activity through giggling and laughing alongside the childminder. Consequently, children are provided with challenging experiences that meet their learning and development needs.

The childminder provides varied activities to support children to make good progress in some key areas of learning. For example, young children concentrate and persist to develop their physical skills as they climb and balance on their regular visits to the park, outside the childminder's home. The childminder places high priority on supporting children's language development. She encourages children to talk about experiences from home, which helps children to feel valued. She encourages children to talk about what they have been doing at pre-school and the childminder extends this through role play and stories. The childminder is successful at supporting the language development of children who are not yet talking by valuing and encouraging every sound that they make and by using every day routines and experiences to support early language development. As a result, children are making good progress in these key areas of learning.

The childminder provides detailed information to parents about daily activities their children have been involved in. She accurately links children's activities and achievements to each child's stage of learning and development. As a result, parents report that they feel well informed about what their children have been doing and are achieving in the childminder's care. However, there is opportunity to further enhance the good links with parents by providing them with even more detailed information about how they can better support their child's learning at home.

Overall, children's learning and development are well promoted because the childminder has a knowledgeable understanding of how they learn. She makes routine observations and assessments and uses this information well, to inform the planning, such as using the children's interest in cars to develop mathematical skills and encourage the children to become creative. The childminder provides a range of learning experiences for children which actively support their good progress across all areas of learning. As a result, children are readily acquiring the skills, attitudes and dispositions they need to be ready for school as they become independent and well socialised. The childminder knows the children well. She accurately identifies children's stages of development and next steps in their learning. The childminder has an effective system in place to monitor and track children's progress in learning and development. As a result, children are progressing well and any area of concern about a child's development is swiftly identified.

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

Children are happy and secure because the childminder sensitively supports their personal, social and emotional development. For example, in order to become familiar with the new environment, children visit the childminder's home with their parents for several sessions before they start. During this time, parents share information about their children's individual interests and needs so that the childminder can plan to meet their needs. This two-way flow of information about care needs then continues throughout the placement, with the childminder taking time to talk to parents at the end of the session if there is something significant to share about the children's health or well-being. Children behave well towards each other and towards the childminder. This is due to the childminder's calm and consistent manner. The childminder knows the children very well, and effectively

intervenes to ensure that children's behaviour remains positive. The childminder is highly skilled and sensitive to events that may affect a child's emotional confidence, such as starting pre-school or moving house and effectively adapts routines to suit individual children's changing requirements. For instance, children are given some quiet time when arriving at the childminder's house, straight from pre-school, to allow them time to adjust. The childminder talks about school and pre-school with the older children, building their understanding of what to expect when they make the move and so helping children to be emotionally prepared for when this happens. She uses her good links with the school to introduce children who are nearing school age to the school's staff and the environment. Therefore, the childminder provides excellent emotional support for the children throughout times of change.

The childminder effectively supports children to lead a healthy lifestyle. Snacks which the childminder provides are varied and healthy. Children have the opportunity to get involved in growing and harvesting their own healthy snacks from the vegetable patch at the front of the childminder's house. The children bring their meals from home and the childminder gives appropriate support to the children as they eat. Children are well supported to develop skills to manage their own personal needs, relative to their age. For instance, older children are encouraged to take off their own coats and shoes. Older children use the toilet and wash their hands independently. These skills help children to be ready for their move on to school. Snack and meal times are social occasions when children are seated together around a table. This provides an effective opportunity for children to interact with each other and with the childminder. 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 childminder helps children learn to keep themselves safe. For instance, she teaches road safety as they make visits to the local community and she teaches the children, in age-appropriate ways, about the potential danger of talking to strangers. Children also learn about risk avoidance during routine activities, such as getting on and off chairs. For example, she reminds children to turn and climb backwards down from the kitchen chair. As a result, children are developing a clear awareness of their own safety and that of others.

The environment is safe, welcoming and adequately resourced. Children have access to a wide variety of books and toys and they are able to help themselves to many of the resources they want to play with, thereby keeping them well motivated and engaged in their own learning. The childminder regularly takes the children to a variety of local parks and also to activities provided at the local children's centre, therefore giving the children a variety of opportunities for different social experiences. Risk assessments are in place and the childminder has an appropriate fire evacuation and emergency plan. As a result, the childminder demonstrates she has a good understanding of how to ensure children's well-being.

Relationships between the childminder and children are exceptionally strong. The childminder is highly skilled at anticipating and responding to children's individual needs. For instance, when it comes to the time children might normally have a nap she looks for signs that children are sleepy before asking if they want to go for a lie down. When a child likes to be held close and to stroke the childminder's hair as a way of getting to sleep, she allows for this to happen. The very strong and secure emotional bonds which the

childminder forms with the children provide a secure base from which the children can develop their independence and self-confidence.

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

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. This means that she can monitor the educational programmes effectively and ensure children continue to enjoy new activities that widen their learning experiences. Her strong commitment to improving the provision for children is clearly demonstrated. In particular, the childminder has been proactive in seeking out a new system to enable her to use observations of children more accurately to assess children's progress and plan more effectively to support the next steps in their learning.

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments cover all areas that children have access to and daily checks of the childminding environment are in place. This helps to ensure children's safety and security at all times. The childminder has a good knowledge and understanding of child protection and an awareness of possible signs that may cause concern. The policy she implements effectively supports her role in safeguarding children, helping to ensure the correct procedure is followed in reporting any concerns.

Parents comment that they are very happy with the quality of care that the childminder provides. They value the support the childminder gives them, and say that they are well informed of activities their children have enjoyed in the setting. The childminder knows staff in the local schools well. She keeps up to date with events in school and attends these whenever possible. The childminder talks to teachers about how she can support children's learning and shares information about her assessments when they start. This demonstrates that the childminder works with the local school to meet the needs of the children in her care.

The childminder evaluates her practice, and her development plans are realistic and achievable. This means that she has considered her strengths and the areas of her provision that she would like to develop further. For example, she shares plans of how she intends to develop links with another setting that a child she minds has just started to attend. Recommendations from previous inspections have been effectively acted upon. The childminder receives support from local authority advisers and she is a member of a local childminding network. This enables her to attend training and regular discussion groups where she exchanges best practice with other childminders. Parents' views are gathered through discussion and parental questionnaires. Consequently, she demonstrates a desire to continuously improve the service she provides for the children in her care.

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	EY414346
Local authority	York
Inspection number	874311
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	16/02/2011
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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