

Inspection date	11/11/2014
Previous inspection date	01/02/2010

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 is well-informed about her responsibility to safeguard children. She has completed local authority safeguarding training so she knows the indicators of abuse and who to obtain advice and support from if needed.
- The childminder has a clear focus on helping children to acquire communication and language skills and to develop their personal, social and emotional skills. This has a positive impact on all areas of learning and development.
- The childminder is sensitive to children's emotional needs and well-being. She displays a warm, caring attitude and provides a calm environment where children thrive.
- The childminder and her assistants reflect on the quality of their provision identifying strengths and weaknesses in their practice. They also reflect on feedback from parents and this helps them to consistently drive improvement forward.
- Strong partnerships with other professionals and early years providers mean that all children are very well supported in their learning.

It is not yet outstanding because

- The childminder does not always obtain new key words from parents of children who speak English as an additional language in order to further promote children's language development.

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 viewed the premises and observed the children's activities.
- The inspector spoke with the children, the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked through the children's observation files and checked evidence of suitability, qualifications and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and provided through written feedback.

Inspector

Jill Roberts

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is an assistant and their two children in a house in York. The whole of the house and the rear garden are used for childminding purposes. The childminder attends childminder groups and visits the shops, park and library on a regular basis. She takes and collects children from the local school and pre-school. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. There are children on roll who speak English as an additional language. The childminder operates weekdays, except Wednesdays, all year round, from 7.30am to 6pm, 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 further improve the quality of the early years provision the provider should:

- extend the already good partnerships with parents of children who speak English as an additional language, for example, by obtaining new key words in their home language so that children's language development is further supported.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the Early Years Foundation Stage. She uses this knowledge, alongside what she knows and understands about the children in her care, to provide a wide range of activities. The exciting environment engages and motivates children. The childminder incorporates all areas of learning and development into fun-filled days which are structured and tailored to meet individual needs. The childminder has a clear focus on helping children to acquire communication and language skills. She also prioritises developing children's personal, social and emotional and physical skills. This has a positive impact on all areas of learning and development. The childminder uses many different opportunities to model language through talking, singing and reading to children throughout the day. She skilfully extends children's language during their play. For example, she adds description, such as colour or size, as children name vehicles. She also extends vocabulary when children are investigating objects in the treasure basket. The childminder introduces words to describe how objects feel. This encourages children to look closely and explore objects of interest. The childminder communicates very well with children and with her assistant and the quality of teaching is consistently good. This is because they use many different ways to help children learn, such as commentating on what children are doing and encouraging children to explore. As a result, all children make good progress in their learning and

development.

The childminder regularly observes children during play and activities. Observations show what children know and what they can do. The childminder identifies the next stage in learning and matches learning to individual children's needs. For example, young children enjoy finding their own eyes and nose during playful activities. As a next step, the childminder uses mirrors to look at faces and makes books of different faces including their own and family members. These interesting and child-focussed activities motivate and engage children in their own learning. The childminder also makes photograph books, which reflect the exciting activities and events that have taken place in the setting. Children enjoy looking at these books and this helps them to reflect on their learning and stimulates conversations.

Each child has a development document which plots their learning journey across the areas of learning. In the first few weeks the childminder carefully observes children. These observations are used, alongside information from parents, to establish children's starting points so that the childminder can begin to track children's progress over time. The childminder updates this each term. She also carries out the progress check for children aged between two-and-three years. Parents and the childminder are developing a shared picture of children's progress and development. The childminder highlights any areas for concern to ensure any gaps in learning are closed quickly. As a result, all children are making good progress. The childminder and her assistant speak in Polish and English to the children. However, the childminder does not always gain from parents new key words in a child's home language for children who speak English as an additional language, to further support their language development.

Children gain the necessary skills needed to be prepared for their future learning. They listen to instructions and play cooperatively and happily alongside each other. Children are confident, they have a positive attitude and they are motivated to learn. This is because the childminder has high expectations of what children can achieve. Children do things for themselves as part of everyday activities and routines, such as getting ready for outdoor play. Children keep on trying when solving problems, such as finding the right lid for the large plastic tubs. Children move the box around to get a better grip. They try on different lids, realise they do not fit and move onto the next one. The childminder is close at hand and observes what is going on, ready to support learning if needed.

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

Children form very secure attachments to the childminder and her assistant. This is because they get to know children well. This relationship starts when children have taster sessions. Parents say that this is done really well and that children build up their sessions gradually at their own pace. This means that when children start they have already developed a good bond with the childminder and her assistant. The childminder makes sure that information which gives full details of children's care routines and health needs is collected from parents. The childminder and parents continue to work together to ensure children's emotional needs and well-being are fully met. For example they take a shared

approach to toilet training. The childminder helps parents who are finding changes in routine difficult, such as reducing children's use of dummies. The childminder and parents work well together. They each follow structured routines so that a consistent approach helps children to know and understand routines, rules and boundaries. Parents are kept informed through discussions that they have with the childminder at the end of their child's day.

The childminder and her assistant have warm, caring attitudes towards children and they provide a calm environment. As a result of this, children have high levels of self-esteem and confidence and thrive in their care. The childminder has high expectations of what children can do by themselves. Children develop their independence from an early age. For example, young children feed themselves at mealtimes while they sit with their friends. Older children talk to each other, the childminder and her assistant. Nutritious, home-cooked meals are provided, which promotes children's understanding of healthy eating. Children follow good hygiene routines before mealtimes and when using the toilet. The childminder provides them with their own towel in the bathroom. Children can be independent because they know which their towel is because pegs are clearly labelled with their photograph and name. Older children manage their hygiene needs very well and use the toilet independently, asking for help if they need it.

The childminder and her assistant are deployed well. This means that children's needs and well-being are always well met. The childminder provides children with opportunities to play outdoors every day. Children can make choices and show preferences because equipment is organised well and the environment is safe and inviting. Children choose what they want to play with. A good range of high quality resources support children to be physically active and take risks. Children can climb, ride, bounce and swing on equipment which is appropriate for their age and stage of development. The childminder talks to children about staying safe on the trampoline as she zips them into the safety net. Children seek reassurance and help from the childminder when they need it. The childminder is an expert at meeting the needs of all children at the same time. She supports their individual choices and challenges their learning by introducing new resources, such as chalks to write and draw on the path. The assistant is aware of the needs of the childminder and of the children. He captures moments, when children are making progress in their learning, through taking photographs. This means that high quality interactions and children's learning is uninterrupted. Behaviour is managed well. Children know and understand what is expected of them because the childminder gives clear verbal instructions and uses actions which demonstrate what she is saying. This supports children's learning and their understanding. The childminder and the assistant use praise and encouragement to celebrate what children have done well.

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

Children are safeguarded well because the childminder keeps up to date with local authority policies and procedures. This has developed the childminder's knowledge and understanding. The childminder recognises signs, symptoms and the different types of abuse and what to do if a concern is raised. Safeguarding policies and procedures are

clear and contain all the information that the childminder needs to ensure that children are safe. The childminder and her assistant carry out thorough risk assessments which make sure that all environments and activities are safe for children to access. For example, the assistant carried out a risk assessment recording of what he did with a video camera. Both the childminder and the assistant watched the video and had a full discussion about this and reflected on the risks that had been identified. This reflective practice shows that all adults working with the children take an active part in maintaining a safe environment for themselves and for the children in their care. These effective practices combine to ensure that children are safeguarded very well.

The childminder monitors the educational programmes to ensure that children make good progress in their learning and development. She uses research and guidance from the nursery sector to continue to develop educational programmes which excite young children. The childminder and her assistants evaluate their practice and clearly identify their strengths and areas for development. This supports them in driving improvement forward. The childminder has responded well to the action and recommendations raised at the previous inspection. The assistant is clear in his role. He knows what is expected and he supports the childminder very well. For example, he has a clear job description. The childminder uses his strengths well and they work together extremely well as a team. The assistant supports the childminder to write policies and procedures. This means that they have a shared understanding of their practice.

The childminder knows how and when to seek support from external agencies including health visitors and the local authority. For example, the health visitor helped the childminder to support a parent through the weaning process. Effective partnerships ensure that the needs of all children are met very well because communication is good. The childminder and her assistant use social media to engage with parents and inform them of the events taking place in the setting, such as the Ofsted inspection.

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	EY379564
Local authority	York
Inspection number	873845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	01/02/2010
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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