

Inspection date	10/11/2014
Previous inspection date	12/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		2
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 show readiness for school because the childminder teaches them basic literacy and numeracy skills from an early age. There are effective communication strategies in place with schools, which promotes continuity of learning for children.
- The childminder has robust settling-in procedures, which help her to get to know children and parents well. As a result, children are happy and show confidence in her care. This has a positive impact on their emotional well-being.
- The childminder has a thorough understanding of the safeguarding and welfare requirements. Consequently, children are kept safe and are protected from harm.

It is not yet good because

- There are times when planned experiences do not always meet the needs of the youngest children because they are too challenging. As a result, children sometimes lose interest.
- The childminder does not complete a written summary for parents of children's strengths and areas for development in the prime areas of learning, when completing the progress check for children aged between two and three years.

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 toured the premises used by children during the inspection and observed children's activities.
- The inspector observed practice and the interactions between the childminder and children during play and care routines.
- The inspector looked at documents, including a selection of policies, children's assessment records and checked evidence of the childminder and her assistant's suitability.
- The inspector conducted a joint observation with the childminder.
- The inspector obtained the views of parents through letters and questionnaires.

Inspector

Michelle Lorains

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and her older child in Eastfield, near Scarborough. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is an enclosed rear garden available for outside play. The family has a dog and chickens as pets. The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis. The childminder collects children from the local schools and nursery. She has an appropriate childcare qualification at level 3. There are currently eight children on roll. Of whom, two are in the early years age group, who attend for a variety of sessions, and six are school-age children who attend before and after school. The childminder works with an assistant. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. She receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide a written summary for parents of children's strengths and areas for development in the prime areas of learning, when completing the progress check for children aged between two and three years.

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

- review the planning of activities to ensure it takes more account of the youngest children's stage of development, so that they can sustain their interest in activities.

Inspection judgements

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

The quality of teaching requires improvement. Children make some progress in relation to their starting points because the childminder encourages them to learn new skills and keep trying. However, planned experiences are not always suitable for the youngest children as they are too challenging. For example, the childminder focuses on young children's understanding of the world during a sensory experience with leaves, rather than encouraging them to repeat key words and explore textures. This results in children losing interest and leaving the activity. Children enjoy accessing resources for themselves, which encourages them to make decisions about their learning. The childminder knows children's interests well and ensures they have particular resources to stimulate them. For example,

children show an interest in construction and small-world vehicles. The childminder makes the construction stand available for them to explore and children show enjoyment in the sticker books. Therefore, children are generally occupied during their time in the setting.

Children acquire the skills they need for the next stages in their learning, including preparation for school. For example, children show readiness for school as the childminder incorporates mathematical language and introduces them to number during their play and routines. Children show an interest in the story bags and enjoy holding the furry animal props as the childminder reads a story about a zoo. Consequently, children show respect for books and handle them with care. The childminder has developed a basket of resources for children to access and increase their skills in information and communication technology. As a result, children enjoy using the laptop and play imaginatively with telephones.

The childminder has built effective partnerships with other settings children attend, including schools. This promotes continuity of learning for children as they share information about their progress and development. Parents are included in their children's learning. The childminder collects information from them with regard to what children already know and can do upon entry to her setting. As a result, parents feel valued as educators and children benefit from accurate starting points which form the basis for their individual planning. The childminder carries out observations of children which link to the seven areas of learning and keeps individual learning journeys to celebrate achievements with children and their families. The childminder provides parents with a written summary of children's progress when they are aged between two and three years. However, it does not include information relating to children's development in the prime areas of learning.

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

The childminder has effective settling-in procedures and gathers information from parents in relation to children's individual needs and care routines. This promotes continuity of care for children and helps them to have established routines. Behaviour is managed positively by the childminder and she teaches children to show care and concern for living things. For example, children know to take care with the hens when they collect eggs from the hen coop. Consequently, children learn about where food comes from, which supports their growing understanding of the world. Children have secure bonds with the childminder and she shows kindness and care towards them. As a result, children grow in self-confidence because they feel supported and valued.

Children learn about what contributes to a healthy lifestyle and develop self-help skills. For example, the childminder talks to children about the importance of washing germs from their hands before mealtimes and models how to do this effectively. The childminder ensures children are well prepared for the next stages of their development, such as toilet training, by discussing plans with parents to promote consistency. This has a positive impact on children's emotional well-being and helps children to develop independence.

Environments indoors and outdoors are stimulating and interesting for children. The childminder has carefully positioned resources for children to access them independently

and develop a range of skills. For example, outdoors there are bicycles, balls and a large grass area for children to run around and enjoy the fresh air. Indoors, children enjoy using peg jigsaw puzzles and chalk, which encourage them to develop smaller physical skills. The childminder supports children to learn about risks as she teaches them to take care indoors and outdoors. This means they learn about consequences and begin to manage safety for themselves.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements. For example, she has obtained Disclosure and Barring Service checks for everyone in the household and her assistant. There are clear policies and procedures in place which enable the childminder to record and report concerns about children's welfare promptly. This also includes the safe use of mobile phones. The childminder carries out risk assessments indoors and outdoors to minimise potential hazards in the environments. Therefore, children are kept safe and secure in the childminder's care.

Following the last inspection, the childminder was issued with a notice of action to improve. A monitoring visit to the provision was also carried out by Ofsted. The childminder has made some improvements which have had a positive impact for children who attend. For example, she has accessed support from the local authority and devised a reflective action plan to develop her provision. The childminder has attended training to improve her knowledge of safeguarding procedures and holds a paediatric first-aid certificate. Therefore, children are kept safe and the childminder is able to respond to medical emergencies. Partnership working with parents and other settings children attend are effective in promoting continuity of learning and the childminder has improved the quality of teaching. However, the progress check for children aged between two and three years does not provide parents with a written summary of children's strengths and areas for development in the prime areas of learning. The childminder ensures the seven areas of learning are covered in her planning and also has improved the use of the outdoor area. She recognises there are still improvements to be made with regard to the planning of activities to meet the needs of the youngest children.

The childminder uses her assistant in medical emergencies only. She supports her assistant to understand the procedures by holding discussions with her. Children's progress is monitored regularly using tracking sheets, which enable the childminder to recognise where they may need extra support. As a result, potential gaps in children's learning are quickly identified and the childminder has links with the local authority to access advice, in order to meet children's needs. Parents have left positive feedback for the childminder through questionnaires and letters of recommendation. They say that they trust the childminder completely and are happy with the progress their children have made. Consequently, the environment is friendly and welcoming for families.

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	EY295121
Local authority	North Yorkshire
Inspection number	978449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12/05/2014
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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