

Inspection date	18/11/2014
Previous inspection date	15/10/2009

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 fully understands her role and responsibilities in protecting children. She places high emphasis on children's safety and well-being. As a result, children in her care are well protected.
- The quality of teaching is good. Children are happy, busy, enthusiastic and confident learners. They access a wide range of activities and resources, indoors and outdoors, to support them in making good progress in their learning.
- The childminder is experienced and committed to her role. She updates her knowledge through attending relevant training, conducting her own research and working closely with other professionals to help her to develop and improve her practice.
- Children are happy, content and have established good relationships with the childminder. Children benefit from the kind and caring way they are supported, which results in them feeling secure.

It is not yet outstanding because

- Arrangements for all parents to support and share information about their children's learning and development at home are not fully maximised.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

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, toys and equipment.
- The inspector talked to the childminder and children at appropriate times during the inspection.
 - The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector observed indoor and outdoor activities planned by the childminder.
- The inspector took account of the views of parents through questionnaires and letters provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder 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 and two adult children in the Thirsk area of North Yorkshire. The whole of the home, except for the main bedroom is used for childminding. There is an enclosed garden available for outside play. The family has a dog. The childminder attends community groups and activities within the local area. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 16 children on roll; eight of whom are in the early years age group. Children can attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the opportunities for all parents to share information about their child's learning at home and use this information to enrich children's learning and maximise their progress
- extend the opportunities available for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

Inspection judgements

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

The childminder is warm and friendly and has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She knows the children and their individual needs well and provides a wide range of fun activities, which cover the seven areas of learning. The childminder completes ongoing observations and assessments of children's learning, including the progress check for children between the ages of two and three years. This enables her to identify any gaps in children's learning and to plan a good balance of adult-led and child-initiated experiences. This supports children to make good progress in their learning and development in preparation for starting nursery or school.

The childminder skilfully questions children as they play, encouraging them to think. For example, as children glue and stick the squares onto the cardboard elephant she asks them to name the different colours and think about the sounds they make and the number

of eyes they have. Communication and language development is supported by the childminder as she carefully listens to the children and engages them in constant discussion throughout their activities. She sits on the floor with them, gives them lots of eye contact and repeats words back to them. Children show great interest when they see a rainbow while out walking. The childminder extends children's learning and interest by sharing a photograph of the rainbow with them. She talks to children about the shape and the different colours and children are supported in creating their own rainbows using their fingers and paint. Children enjoy mixing and naming the different colours, with the childminder following on from their learning at nursery as they describe 'warm' and 'cold' colours. The childminder is skilled at encouraging children to 'have a go'. Consequently, children learn to thread the beads onto the laces, confidently handle glue sticks and build using the sturdy plastic bricks. Good use is made of local community facilities to help children learn about the world they live in. For example, the childminder carefully selects appropriate community groups to help develop children's social skills. Children's literacy is promoted well with a good selection of books being available for them, with even very young children learning to handle books carefully and correctly.

Parents comment that they are happy with the progress their children make in their learning and development. The children's learning journey files are shared with parents and the childminder keeps parents verbally informed about their child's experiences on a daily basis. However, the childminder does not use her close links with parents sufficiently well to gather in-depth information about children's ongoing achievements and interests at home. Therefore, children's full range of experiences are not shared and taken into account when planning activities, to extend children's good learning even further.

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

The childminder has established caring and secure attachments with children in her care. Her warm and friendly approach means that children are happy and content as they play in her welcoming and interesting environment. She knows the children well, having cared for children from the same families for many years. Children show they are confident in her care as they come to her for cuddles and look to her for reassurance. As a result, children's emotional well-being is fostered well and they feel safe and secure in her care. This is further promoted because the childminder displays their work in celebration of their achievements. This results in children having a positive self-image and self-esteem.

The childminder provides consistent routines and boundaries so that children learn about acceptable behaviour. She is a good role model for children, treating them with respect and modelling good manners. The childminder plans activities to encourage sharing and turn taking. She also attends community groups so that she can support children to play alongside each other and develop their confidence in larger groups. The childminder organises her home so as to encourage children to become increasingly independent. For example, even very young children are encouraged to try and wash their own hands and help put toys away as the childminder gives them lots of encouragement and time to do so. These skills prepare children well for the next stage in their learning. The under-stairs area is set up so children can independently access a wide range of toys and activities. These include resources which reflect positive images of difference and diversity.

However, not all the contents of boxes are visible or labelled with words as well as pictures to assist children in making even more informed, independent choices.

Good standards of hygiene are maintained throughout all childminding areas. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. Information about children's dietary needs is requested and a good range of healthy nutritious snacks further promotes children's good health, with parents providing children's meals. Children have ample opportunities to be outdoors, be active and spend time in the fresh air. For example, they enjoy playing in the well-resourced garden, where they have fun rolling the balls down the guttering and exploring in the sand and water. In addition, by taking children to the park, the childminder provides good opportunities for them to take safe risks as they climb, balance and use larger apparatus. These activities effectively promote children's good physical development and help them understand the importance of exercise and leading a healthy lifestyle. The childminder involves children in a broad range of activities that help them learn about safety. For example, she involves them in regular fire evacuation practices and she talks to them about road safety on outings.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are well protected. Safeguarding policies and procedures are implemented well to promote children's welfare. The childminder is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. The childminder fully promotes children's safety in the home, when out on walks and trips, or when visiting community groups. Thorough risk assessments are reviewed regularly. This helps to minimise risks to children. Adult-to-child ratios are maintained at all times and children are effectively supervised to enhance their safety. Adults living in the home have been checked to ensure that they are suitable to be in contact with children. This helps to keep children safe.

The childminder maintains her professional development and has completed basic training, including first aid and child protection. She also updates her knowledge through specific local authority courses and completing her own research. She is successful in her ability to effectively promote children's well-being and support their learning. She closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well matched to their individual needs. The childminder has a good understanding of her strengths and areas to develop and carefully reflects on her practice. She welcomes support and advice from the local authority advisory team. She also involves parents in this process, using their views to reflect on and consider how she can change and improve to meet the needs of their children. She has positively addressed the recommendations made at her last inspection. This demonstrates the childminder's commitment to continuous improvement.

Partnerships with parents are well established. Parents receive copies of the childminder's

policies at the start of children's care, which means that they are well informed about how she works. The childminder has daily discussions with parents to keep them informed of their children's progress. Alongside this, she displays lots of information about the Early Years Foundation Stage throughout her setting so parents are aware of her responsibilities. The childminder fully understands the importance of sharing information and working in partnership with other early years providers to meet the needs of individual children. For example, she works closely with the nursery by involving herself in their activities and targets for children, such as helping them to recognise their name and developing their counting skills. The reception teacher comments positively about the information the childminder hands over when children make the move from the childminder's care to school and about their close partnership working.

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	400898
Local authority	North Yorkshire
Inspection number	855397
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	15/10/2009
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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