

Inspection date

Previous inspection date

11/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 confident in her teaching and gives particularly good attention to promoting children's communication and language skills. Consequently, children become confident communicators from an early age.
- The childminder provides a safe environment and has a good knowledge of her safeguarding duties, including the procedure to follow for reporting any concerns about a child's welfare. This means children are well protected and kept free from harm at all times.
- The childminder has a very patient and calm approach to caring for children. As a result, children feel secure in her care and develop close and trusting bonds with her.
- The childminder works very well in partnership with parents. This promotes good communication and sharing of information about children's ongoing care and learning.

It is not yet outstanding because

- The childminder is not yet making best use of the outdoor area to further support children's early reading skills.
- The childminder has not yet fully established partnerships with all providers of other early years settings children attend, to fully promote robust sharing of information about all children's care and learning priorities.

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 had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies, and checked evidence of the childminder's suitability and all people living on the premises.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector took account of the views of parents from written comments they have made.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in the Holgate area of York. The whole ground floor of the home and the garden are used for childminding. The childminder takes and collects children from the local school and pre-school. There are currently six children on roll, four of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday from 8am to 6pm, all year round, except for family holidays and bank holidays. She has an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- extend the opportunities for children to see and use written words in context to the outdoor area, to further support children in developing their early reading skills
- enhance the arrangements for partnership working with all providers with whom children's care is shared, to fully complement and support all children's learning and development across settings.

Inspection judgements

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

The quality of the childminder's teaching is good. She has a good understanding of the abilities of all the children in her care and how to plan for the next steps in their learning. This means children continually make good progress in their development. As a result, they have a good base for their future learning, such as when they move on to school. The childminder gives high priority to promoting children's development in communication and language, particularly through the use of books and stories. For example, as she reads to children, the childminder sits on the floor with them so she is at their level and they can see the pictures in the book easily. The childminder reads with lots of expression, which means children maintain their interest and develop good listening skills. As a result, children are curious and want to know more. For example, young children ask 'What's that?' as they point to a specific part of a train in the book. The childminder responds with 'It's called a funnel'. This shows children learn to think critically, confidently communicate their thoughts, and with the childminder's support, extend their knowledge and vocabulary.

The childminder provides an indoor environment that is rich in print. For example, she labels toy boxes with pictures and text, so children can identify the contents easily and

start to develop their early reading skills. However, these rich opportunities for children to see and use print in context are not extended to the outdoor area, to support their learning even further. Children have a range of opportunities to gain confidence in their physical skills. For example, they use a variety of large equipment at the park and a soft play provision, to help them develop their climbing and balancing skills. The childminder effectively supports very young children to develop control of their small muscles by providing a range of resources they can move and use in open-ended ways. For example, children delight in lining up bottles filled with items, such as rice, and shaking a bunch of keys to accompany their singing. This also shows children are becoming independent learners who enjoy finding things out for themselves.

The childminder provides good opportunities for children to learn outside her setting. This broadens children's experiences and means they learn about the local environment and what it has to offer. For example, the childminder regularly takes children to the library and group activities at a nearby children's centre. The childminder keeps parents fully informed of their child's developmental progress. For example, she records in their child's diary what activities they have enjoyed and what they have achieved in their learning each day. In turn, parents keep the childminder informed of their child's progress and changing interests at home. For example, parents tell the childminder about scenarios children act out at home in their imaginative play. This means the childminder can plan precisely for the next steps in children's learning, to help them build on their skills, which contributes significantly to the good progress children make.

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

Children settle quickly in the childminder's care because she knows their routines and interests and meets these well. For example, when children show an interest in trains she takes them to a nearby railway museum, to extend this further in an exciting way. The childminder has a very patient and calm manner and children respond to this very well. For example, if children have a minor bump they readily accept a cuddle and any necessary first-aid treatment, such as a cold compress. This shows children trust the childminder and feel safe and secure in her care, and have a strong sense of emotional well-being.

The childminder keeps children healthy. For example, she makes sure that, from a young age, children wash their hands in the bathroom before eating. The childminder provides healthy food items at mealtimes and makes sure children's specific dietary needs are catered for by adapting the menu to meet these. Children sit together at the table to eat, which means they develop good social skills. The childminder praises children when they eat up items, such as fresh fruit, and she involves them in making their own pizza, so they can discuss and learn about making healthy food choices. The childminder makes sure children have access to fresh air and physical exercise each day, such as taking them on woodland walks or enabling them to play in the garden. This further contributes to children's good health.

The childminder provides a safe and child-orientated environment for children to play and learn. This includes a cosy area where children can sit quietly, if they need to, and child-

sized furniture so they can reach activities comfortably. The childminder regularly meets up with another childminder, which means children in their care make friendships and take part in activities in a larger group. This helps to prepare children emotionally for similar experiences they will encounter when they move on to school. The childminder gives good attention to teaching children how to behave in a safe and responsible manner. For example, she teaches children the importance of putting away toys when they have finished with them, to keep the floor space free from tripping hazards. The childminder praises children for their efforts and achievements. For example, she makes comments, such as 'Well done, fantastic job', as they put items back in a toy box. This means children feel good about themselves and behave well as a result.

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

The childminder manages her service well. For example, she has clear policies and procedures in place, which underpin the efficient day-to-day operation of her service. All required documentation is in place and records relating to children's attendance and any accidents that occur are completed promptly. The childminder has completed relevant training in child protection and fully understands the process to follow, should she have any concerns about a child's welfare. She carries out daily checks to ensure any risks to children's safety are minimised effectively. The childminder has a current first-aid qualification, which means she can confidently administer any necessary treatment, should a child have an accident. This means children's safety and welfare are promoted well.

The childminder has good partnerships with parents. They receive a welcome pack when they first use her service, which includes clear information about how this operates. Daily diaries, text messages and face-to-face discussion keep parents informed of their child's day and reassure them that their child's care routines are being followed consistently. Parents' comments about the service are very positive. For example, they state that they are really pleased with the way their children have settled and that they are 'over the moon' with the care the childminder provides. The childminder works well in partnership with foundation teachers at the local school, to support and provide continuity in children's care and learning across settings. However, this good partnership working has not yet been fully established with some settings that younger children also attend, in order to promote the same cohesive approach to supporting all children's learning and development.

The childminder has a good understanding of her role in meeting the learning and development requirements. For example, she regularly monitors and assesses children's learning and development, which provides her with a current overview of each child's skills, abilities and progress. This means the childminder can quickly identify any areas that children are above or below the level typical for their age, and where they may need extra challenge or support. The childminder shows a good commitment to monitoring the quality of her service and involves parents and children in the process. This means she has a good understanding of her strengths and areas for improvement. The childminder enhances her own professional development through attending ongoing training courses and she regularly meets up with another childminder, to discuss what constitutes good

practice. They also have a reciprocal agreement for sharing toys and resources, which provides further variety for children in their play and learning. Consequently, the outcomes for children's learning and development are continually enhanced.

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	EY427328
Local authority	York
Inspection number	957382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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