

<b>Inspection date</b>	13/01/2015
Previous inspection date	28/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children benefit from high-quality teaching that enables them to build on the learning that takes place in school. This is because the childminder has an excellent understanding of children's skills, abilities and progress through discussions with children, parents and schools.
- The childminder provides an exciting, highly-stimulating environment where children make independent choices and are fully involved in their play and learning. This is because fun activities and stimulating resources challenge and engage children.
- Children are very well protected because the childminder has good understanding of how to safeguard and promote children's welfare. She knows and understands the local authority safeguarding procedure and who to obtain advice from.
- The childminder has formed very strong relationships with children and their parents. She takes time to get to know them well and continues to develop these relationships as children spend time in her setting. As a result, children receive an excellent, personalised, level of care from the childminder.
- Children are keen, motivated and eager to learn. They spend long periods of time engaged in exciting activities on their own, with friends and the childminder, for example, building a den. This develops their personal, social and emotional development, all necessary skills for school, in the setting and 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 viewed the premises and observed the children's activities.
- The inspector took account of the views of children and parents spoken to on the day and through written feedback.
- The inspector looked at and discussed with the childminder a wide range of activities and events that she provides for children.
- The inspector checked evidence of suitability and qualifications. She looked at and discussed with the childminder a selection of policies, procedures and records including the self-evaluation form.

## Inspector

Jill Roberts

## Full report

### Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in a house in the village of Bishopthorpe, on the outskirts of York. The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder visits the shops and local library on a regular basis. She takes and collects children from the local schools. There are currently 26 children on roll, one of whom is in the early years age group. The childminder operates term time only, Monday to Friday, on a part-time basis before and after school. She works occasionally with an assistant. 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:

- maximise opportunities for children to further develop their already good exploration skills, for example, when engaged in play with resources that can be used imaginatively in a variety of ways.

## Inspection judgements

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

The childminder fully promotes children's learning and development and compliments what children are learning in school exceedingly well. She has a wealth of knowledge of how children learn and develop and first class knowledge of the requirements of the Early Years Foundation Stage. She constantly observes and listens to children and plans exceptional activities which stimulate children's play, learning and ignites their curiosity. For example, following a power cut in the village the childminder constructed a dark den with a range of light-up devices for the children to play and explore. This enables children to role play what happened and provides an opportunity for them to talk about their experiences, discussing their fears and anxieties in a safe environment. The childminder supports children's play and learning very well using a wide range of high quality teaching strategies which help children learn. For example, she knows when to intervene in child-led play and when to sit back. She communicates highly effectively with children as they play supporting their developing ideas, such as playing football in the den. They discuss how they can do this safely indoors. Older and younger children play together very well. They make decisions and choose resources together from the wide range that are freely available to them. However, the range of equipment available does not routinely include resources that can be used imaginatively in a variety of ways. This means that opportunities for children to develop their already good exploration skills, for example, during messy outdoor play, are not yet fully maximised.

The childminder uses a poster to model and extend children's number recognition skills while they are playing a game of darts. Children say how many they have scored and recognise numbers on the dart board. The childminder skilfully uses such opportunities to develop mathematical skills, through fun games and activities which the children clearly enjoy. She expertly supports and extends learning at every opportunity. When children arrive at school they are encouraged to look at the lunchtime menu. The childminder supports children's emerging phonics skills as they sound out words together, such as 'pasta'. Children are keen, motivated and eager to learn with the skilful teaching and close support of the childminder. They spend long periods of time engaged in activities that they have chosen with the childminder close at hand to offer them support should they need it. As a result, children have many opportunities to develop the skills, attitudes and dispositions they need to be successful learners in school, in the setting and at home.

The childminder has an excellent understanding of children's skills, abilities and progress and their current levels of development. This is because she develops excellent partnership working and talks with parents and schools on a regular basis. Parents say that the childminder keeps them up to date with information through daily discussions, newsletters and emails. When new teachers start in school the childminder introduces herself to make sure that they know who she is so that continuity in learning and development is maintained. The childminder plays a key role supporting children's learning and development as they make excellent progress towards the early learning goals.

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

Children and their families form excellent relationships and bonds with the childminder. They are greeted warmly into the setting and parents say that they feel very confident and have full trust in the care that the childminder provides. Parents are at ease and communicate well as they drop off children in the setting. Daily discussions ensure that the childminder is very well prepared and has all the knowledge that she needs to effectively care for individual children. As a result, children are extremely confident, happy and relaxed while they are in the setting, throughout the session and as they start their school day. The childminder fully understands how important it is that children are safe and secure while they are in her care. When children first start in the setting the childminder makes sure that she collects all the relevant information that she needs to ensure their well-being is fully met. When children start in the setting parents give school full permission to discuss any issues with the childminder. Children's personal information is also updated regularly with close attention paid to food allergies and specific medical needs.

Children automatically follow good hygiene routines that are well-established in the setting. Reminders, such as a good hand washing poster are displayed at child height in the bathroom and are used by children. The childminder offers a wide variety of healthy food and drink choices at breakfast time. Children select what they want from the range available making independent, healthy choices. They start with fruit followed by cereal or a type of bread. Children butter their own crumpet and independently carry pots to and from the kitchen. The childminder has established a very calm environment where children

know and understand what is expected of them. Routines and boundaries are very clear and children behave impeccably well. House rules are made with the children so that they fully understand about acceptable behaviour. Older children support younger children in daily routines, such as tidying up as they show care and concern for each other and utmost respect for their environment. Care for others is highly promoted through the setting's innovative 'Childminding Charity Christmas', which involves the wider community. A local charity, which is chosen by the childminder, is supported through gift bags which the children and childminder make together after careful thought and consideration. For example, children are encouraged to think together about what they would miss if they suddenly had to leave their home. They then make gift bags for children which are full of the items that they have chosen. These activities have the full support of parents who contribute to the annual fundraising event. The outstanding care experiences that the childminder provides for the children in her care actively contribute to their all-round development in particular their personal, social and emotional development.

On the daily walk to school children walk together and chat with each other. Children have a voice and they are encouraged to take the lead role. For example, they talk about safe places to cross and take a carefully planned route which identifies and minimises risks in the very busy village. Children know where to stop and can explain why they are stopping there. Children are exercising, getting access to fresh air and learning about keeping safe on the short organised daily walk to school. The childminder liaises with other childminders, children and parents when taking children to and from school. They greet each other warmly and talk about their day and any significant events. The care needs of all children are exceptionally well met while promoting children's understanding risks in their environment.

The setting is highly stimulating and welcoming. The childminder has relevant information for parents and children on display. The children's work is evident in all areas of the setting. They have a specific shelf where their construction models are proudly displayed. This means that, children have a great sense of belonging, their work is valued and they feel very much part of the setting. Resources are vast and well suited to the age, abilities and interests of the children on roll. Resources are stored and organised very well. Children know where things are and access them independently. Children are extremely confident and self-assured with the childminder as their superb role model. Children thrive in her care and they are exceptionally well prepared for the next stage in their learning and development.

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

The childminder has an excellent understanding of her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She gives upmost priority to keeping up to date with information from her local authority early years support worker and from the Local Safeguarding Children Board. She knows the signs and symptoms of abuse and who to obtain advice and support from. This ensures that children are protected from harm. Rigorous risk assessments are in place and they provide a wealth of

detail about hazards that the childminder identifies and the measures that she puts in place to minimise risks in the environment. As a result, children are cared for in an extremely safe environment.

The childminder has clear priorities for improvement and has worked hard to improve her practice since the last inspection. For example, she has completed a level 3 Diploma for the Children and Young People's Workforce alongside her assistant. As a result of this, children benefit from continually improving provision from highly reflective practitioners. The childminder is constantly striving to improve achievement and provide exceptional provision for all children in her care. She thoughtfully evaluates her own practice on an ongoing basis making changes and improvements as she identifies that they are needed. This is highly effective practice. Children and parents give verbal feedback and ask for changes and improvements, such as buying a netted goal for the garden. Parents are provided with many different opportunities to give feedback and they know that their suggestions are always welcome. Parents ask for the childminder to help children with their homework or complete challenges set by their class teacher.

The childminder provides excellent care and learning for all children and meets their needs exceptionally well through planned purposeful play and she monitors their progress. Partnerships with other professionals, such as the local schools fully promote continuity in children's care, learning and development. The childminder is very familiar with the school systems because she takes every opportunity to work in partnership and liaise with them. She is on the mailing list of both schools so that she receives all the information available to parents and so that she is kept fully informed of what is going on in school. Partnerships with parents are extremely positive and significantly contribute to children's learning and well-being. The childminder also works closely with other providers, such as local toddler groups and childminders. This means that the childminder is well prepared to help children to make smooth transitions between settings.

### **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

<b>Unique reference number</b>	321331
<b>Local authority</b>	York
<b>Inspection number</b>	868688
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	26
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/09/2011
<b>Telephone number</b>	

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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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