

Inspection date	01/07/2013
Previous inspection date	01/10/2008

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 has a good understanding of delivering developmentally appropriate and interesting activities for children. Consequently, children are very well-supported through a broad range of experiences to make good progress across the seven areas of learning in their journey towards the early learning goals.
- Through effective partnership working with parents and getting to know each child very well, the childminder forms close attachments to children supporting their physical and emotional well-being.
- The childminder monitors her educational provision to ensure that all children are making good progress in their learning. Children benefit because their learning is continued between home and the setting. Children are regularly assessed according to their age and stage of development so that no child is left behind.

It is not yet outstanding because

- Planning for the programme for children's learning is not fully effective because it is not delivered systematically.
- The opportunity to enhance children's knowledge and understanding of the world by engaging them more frequently in activities and discussions about people and communities is not fully embedded.

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 conducted a tour of the areas used for childminding, accompanied by the childminder.
- The inspector observed how childminder engaged with children during the inspection.
The inspector looked at a sample of children's development files including photographs and written accounts of their learning following the childminder's observation and assessment of their progress.
- An observation of the childminder's practice to involve children in an activity exploring sounds made by musical instruments was completed by the inspector.
The inspector looked at a range of documents including records relating to the operation and management of the provision, a sample of policies and procedures and parents written contributions to the childminder's evaluation of the provision.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder registered in 2000. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare register. She lives with her partner and two teenage children on the outskirts of Pickering, North Yorkshire. The whole of the ground floor of the property, the first floor bathroom and the rear garden are used for childminding. The childminder attends playgroups and childminding groups with children and has links with the local children's centre. She visits the shops and park on a regular basis. She collects children from the local infant and junior school and pre-schools.

There are currently 21 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. Children who use English as an additional language are welcomed and supported. The childminder operates all year round from 7.00am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She holds a recognised childcare qualification at level 3 and is a member of the Professional Association for Childcare and Early Years. There is one dog at the property which is kept in its own enclosure in the garden. Children are able to have supervised access to other animals, subject to parental approval, at the childminder's property and small holding away from the childminding premises.

What the setting needs to do to improve further

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

- strengthen delivery of the programme for learning by adopting a more systematic approach to planning
- enhance the area for learning and understanding about the world in which they live by talking to children more frequently about families from a range of cultural backgrounds. Raise children's awareness of different faiths and beliefs through the use of resources, activities and celebratory events.

Inspection judgements

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

The childminder demonstrates a good understanding of helping children to learn by providing them with a varied range of developmentally appropriate activities. As a result, they are very well-supported to make good progress in their learning. The childminder confidently uses written guidance available to her, such as Development Matters in the

Early Years Foundation Stage, to monitor and track children's progress. This helps her to assess each child's stage of development against that which is typical for their age. The childminder regularly observes children to understand their interests and find out the 'next steps' to take to help move forwards in their learning. She confidently uses this information to inform her planning of activities and help her provide a varied range of toys, equipment and resources she knows will support children's development and stimulate their interests. The childminder organises an interesting day for children that involves activities arranged in the setting and those that take place outdoors or at local playgroups. Trips, walks and outings to places in the community regularly take place, particularly during school holiday periods. Children visit the nearby zoo, forest, park and local amenities. There is scope to develop activity planning further to ensure learning for each child is fully maximised by adopting a more systematic approach.

The childminder provides each child with an individual development file that she shares regularly with parents. She encourages parents to contribute their ideas regarding their child's interests, achievements or future development goals so she can promote teaching and learning that is continued between home and the setting. Experiences to support the youngest children's progress, learning and development are focussed sharply on their personal, social, and emotional development, communication and language and physical development. These are the prime areas for learning and are vital towards building children's capacity for future learning and supporting how they form relationships. It helps them begin to develop in confidence and independence in readiness for school or other settings.

The childminder teaches children by playing alongside them and sensitively encouraging them to be actively involved. She demonstrates this by, for example, providing a varied range of play materials that initiate children to make their preferred choices. She interacts with children expertly providing suggestions and offering ideas. This helps learning to be sustained and encourages children to concentrate. For example, during an activity involving musical instruments the childminder gains children's attention by encouraging them to investigate and draw on their natural curiosity to find out how to use each instrument by, for instance, shaking, moving or pressing different parts to create a sound. She contributes songs and rhymes to enhance learning, particularly to introduce new words and stimulate language skills. The result is, children join in willingly and enthusiastically, eager to expand what they have learnt by, for example, using different parts of their bodies to 'test out' a range of sounds. The childminder welcomes the views of children to tell her what they like to play with and what they don't like. This impacts on children feeling involved and on their behaviour because their opinions are valued.

Good advantage is taken by the childminders to use spontaneous opportunities as part of the routine to support children's learning. She introduces number as they count the stairs to the first floor bathroom and identifies colour as they look out for cars during walks outside. Children whose home language is not English are helped to communicate by using pictures and dual language books. The childminder uses gestures and simple, clear language to help children understand and develop their communication skills. The childminder helps children to 'find out' for themselves by providing a wide range of books and access to the internet. Recently, children showed an interest in the moon, asking if it was a star. The childminder guided children to investigate for themselves to find answers

to their many questions. This helps children prepare for school readiness by developing enquiring attitudes they will need for their future learning.

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

Through building effective partnerships with parents and getting to know each child well, the childminder forms close attachments to children supporting their emotional well-being. Flexible, settling-in sessions are arranged for children before they commence at the setting. This provides good opportunity for parents and the childminder to share information about children's personal details, individual needs and preferences. The childminder uses this information to create a document named 'record of child's individual needs', to help her follow each child's individual routine supporting their welfare and well-being. As a result, babies and children quickly adjust to the new environment and begin to form warm and trusting relationships with the childminder.

Children are provided with a well-organised playroom with good access to toys and resources on low shelving, helping them make independent choices and decisions. The walls are made interesting by good use of photographs, pictures and posters drawing children's attention to a variety of information to support their learning. Children go to and from the local school daily to take and collect older children. They are introduced to the teachers and get involved in school picnics and sports day. This helps them become aware of the surrounding community and builds their confidence helping them be prepared them for when they transfer to school.

Children regularly engage in outdoor, physical play activities. The childminder is very fond of animals and passionate about sport. She uses her interests and talents to help children learn about the care of animals and the benefits to their health by being active. Children observe the growth of ducks and goslings in the incubator before they hatch and help to feed the lambs that occasionally visit the setting. Children take part in events at the local sports field where they take part in races and similar physical activities. They use equipment at the local park for climbing and balancing which helps them face challenges and assess and manage personal risk taking. They are helped to develop an understanding of risk assessment by being encouraged to observe their surroundings and inform the childminder of any potential hazards. For example, any signs of broken glass. This helps children be alert to danger and take some responsibility for their own protection.

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

The childminder fully understands safeguarding procedures. She has attended training and been involved in discussions and formal, collaborative meetings involving professional agencies to reach agreements about the safeguarding of children. The childminder is aware of the appropriate action to take if she has any concerns about a child's welfare or well-being. She has a varied range of record keeping procedures and written policies and procedures to support children's safety and the effective operation and management of her setting. These are shared well with parents. The childminder is very clear about the

benefits of effective information sharing between all partners of other settings children attend, to support consistency and continuity of care and learning.

The childminder monitors her educational provision by making regular checks to assess that the range of activities she provides link to the areas of learning. However, there is scope to enhance the area for children's learning and understanding about the world in which they live by talking to them more frequently about families from a range of cultural backgrounds. This will raise children's awareness about different faiths and beliefs through, for example, more resourceful use of activities and celebratory events.

The childminder welcomes information sharing with other professionals to support her practice and care of children, such as health visitors, other providers and children centre workers. She involves parents in daily, face-to-face conversations. She also uses text messaging, provides regular newsletters and access to photographs and written reports about their child's progress to keep them well informed and updated. The childminder is very keen and willing to meet any special requests parents make to support them in the care of their children. The childminder welcomes contributions from parents and children to help her improve and develop her setting. She provides parents with the opportunity to contribute their opinions by being involved in completing a questionnaire as part of the evaluation of the service she provides. Comments from parents are very complimentary. They write the childminder provides a 'home from home' setting and a 'great service'. Since the last inspection, the childminder has improved how she observes children to identify their 'next steps' in learning. She has increased her equipment levels and continues to find resources particularly to meet children's individual needs and interests. The childminder demonstrates a good commitment to training to support her to evaluate and monitor her provision for improvement and enhance her professional practice.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	400614
Local authority	North Yorkshire
Inspection number	868891
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	21
Name of provider	
Date of previous inspection	01/10/2008
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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