

Inspection date	17/06/2013
Previous inspection date	26/09/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's communication and language skills are supported because there are good discussions with them throughout their play, words are clarified to develop their vocabulary and appropriate language structures are encouraged.
- Children gain a sound knowledge of mathematical language because the childminder encourages them to count reliably within activities and play.
- Children feel comfortable and secure with the childminder who provides a relaxed and calm environment. As a result, children develop independence in their play.

It is not yet good because

- Information from observations do not provide the childminder with a full understanding of children's level of achievements, interests and abilities in order to shape future learning experiences.
- The childminder does not gather enough initial information from parents to assess what children can already do and use this to plan and progress their learning.
- Children are not fully supported to engage in a wider range of activities to promote mark making indoors and outdoors. To ensure they make the best possible progress across a broad range of learning experiences.

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 observed activities in the childminder's home and garden.
- The inspector looked at children's folders and daily diaries. She also looked at a selection of policies and the risk assessments.
- The inspector observed the lunchtime arrangements and also spoke to the childminder throughout the course of the inspection.
- The inspector also took into account parent's and children's views through the feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

The childminder registered in 1998. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who also is her assistant and their two sons aged 20 and 16 years, in Old Malton town. The childminder uses the whole of the ground floor and the rear garden for childminding. The family have two dogs.

The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder has an appropriate childcare qualification at level 3.

There are currently five children on roll, three are in the early years age group who attend for a variety of sessions and two are school-age children who attend before and after school. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family 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:

- use information gained from observing children to understand and assess their level of achievement, considering their starting points, interests and abilities, and use this to plan and shape future learning experiences for each child across the seven areas of learning

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

- gather early information about what children can already do from parents when they start and use this to gain a clearer picture of children's starting points, to plan and to move them forward to meet their initial needs and interests
- provide and encourage children to engage in a wider range of activities to promote mark making indoors and outdoors.

Inspection judgements

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

The childminder has a reasonable awareness and understanding of the learning and development requirements, and understands that children learn through play. She offers experiences and activities to stimulate children's interest and observes children adequately. The childminder demonstrates an understanding of teaching children through spontaneous activities that occur through the day. For example, counting and naming colours of figures displayed on the fence during outdoor play. The childminder completes basic observations of children at play and briefly plans for the next stages of their learning and development. However, the information she gains from her observations does not always inform or guide her to understand and assess children's level of achievement. Therefore, planning and shaping future learning experiences for each child to meet their individual needs and interest across all seven areas of learning is not as effective as possible. For example, mark making indoors and outside and encouraging children to use all their senses to enhance their early writing skills and interests are not fully promoted.

The childminder successfully promotes children's language and communication skills. She talks consistently to the children and describes what they are doing and makes suggestions for what they could do. She repeats specific words and sounds suitably to promote children's language development and encourages their vocabulary further. For example, she talks to children about the wind blowing their hair as they use the swing and clarifies creature's names, such as a praying mantis. The childminder fosters children's mathematical development appropriately through the provision of jigsaws and sorting activities, as well as joining in with counting. For example, children count steps and line up animal figures outdoors. Children become engrossed in repeating this play over and over again, as they successfully fit jigsaw pieces into spaces and arrange and position objects. This enables children to develop and consolidate what they can do. Opportunities for children to explore and operate interactive equipment are plentiful. The childminder extends and develops children's ideas as she demonstrates and models how to use toys, such as a tree house and mechanical trains. This engages children's interest further and motivates their play. For example, the childminder shows children how to wind up the train and demonstrates and repeats, 'round and round and round'. This supports children's understanding, and manipulation and handling of objects successfully, to assist the development of their fundamental skills. Children are growing a variety of fruit and vegetables in the garden and the childminder discusses the differences between them. This demonstrates that children are interested in their surroundings and benefit from using the natural environment to help them learn.

The childminder encourages parents to visit her home, to gain familiarity with her and her provision and to support children settling. Parents say they are happy with the range of activities provided for their children through feedback sheets. She keeps parents well informed of the children's activities and interests through daily diaries. This enables parents to be fully involved with their children's development and learning. However, children's individual initial starting points are not currently sought. This means sharing information about what children can already do, to move them forward in their interests and learning is not fully effective.

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

The childminder provides a relaxed and calm environment in her home and works with the parents and children to build firm bonds. The childminder works on occasions with an assistant. However, she is the key person for each child. The childminder offers a variety of toys and resources and supervises the children appropriately to enable them to satisfactorily choose the resource they would like to play with. This promotes free choice and independence reasonably well. The childminder interacts positively with the children at all times and encourages their personal, social and emotional, and language development effectively. For example, children ask to be lifted up to look at the birds on the birdfeeder. The childminder encourages children to count the birds and recognise colours of beaks, and names the birds for them to recall later. Children investigate peas growing and help hold canes and fetch string to support the future growth. This means skills are demonstrated well with real hands on activities which enable children to make sense of the world. They show their confidence as they move freely around the rooms and outdoors, and ask for toys, snack and lunch. Consequently, children feel secure and demonstrate a strong sense of belonging and develop appropriate bonds and attachments with her and her assistant.

Children behave well and are learning to share and take turns because the childminder gives appropriate support and guidance. She praises children's efforts and encourages children to think about their own safety, such as sitting to come down the slide and holding on tightly to the swing straps in the garden. This enables children to gain an understanding of their own safety through simple explanations. As a result, children begin to recognise and avoid potential dangers. The childminder encourages and supports children to become independent and learn skills for the future, such as using the potty in the toilet. Independence is promoted through following relevant tasks, such as hand washing after outdoor play and before lunch. Lunch is provided by parents in a 'pack up' and the childminder discusses a healthy diet with the children to enable them to gain an understanding of healthy eating. The childminder takes children to the library, park and on various outings to places of interest in the local area, where they learn about their own community and socialise with other children. The childminder has developed valuable links with the local schools and pre-schools, and shares information verbally regarding children's care on a daily basis. She discusses children settling at other settings with the parents. This helps to prepare children for the transition to pre-school or school.

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

The childminder understands about keeping children safe and her responsibility to protect them from harm. She knows the signs that indicate when children may be at risk, and the appropriate action to take if she has any concerns about children's welfare or well-being. The childminder has a clear fire evacuation procedure and carries out risk assessments of her home, pets and outings. She also has clear written policies and procedures to protect children and the important regulatory documentation is in place. These are regularly reviewed and shared with parents, which helps to make sure they remain effective and help to keep children safe and secure while in her care.

The childminder is committed to improving her provision; she has completed a level 3 qualification in childcare and ensures she keeps current with guidelines, by accessing information through the local childminding group, the local authority advisor and children's centres. She has completed a self-evaluation of her provision and is beginning to identify strengths and weaknesses. For example, improving her observations and the learning journals of the children in her care. She gains feedback from parents and children to develop further opportunities for those currently attending. The childminder demonstrates a satisfactory understanding of the seven areas of learning and how children learn and develop. However, monitoring of the educational provision is not yet robust and does not ensure children make the best progress possible.

The childminder has developed good links with the local schools and pre-schools. She is a member of the local childminding group and visits the local children's centre, toddler and playgroups. All these settings positively support children's interests and needs and provide them with time to collaborate with their peers to improve their social skills.

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	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	400675
Local authority	North Yorkshire
Inspection number	868900
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	26/09/2008
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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