

Inspection date

11/07/2014

Previous inspection date

31/10/2011

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 quality of teaching is good. The childminder has a thorough knowledge and understanding of the Early Years Foundation Stage and of how children learn. Her detailed record keeping and assessment procedures mean that children make good progress in relation to their starting points.
- The childminder places a high priority on maintaining security and keeping all children safe from harm. Safeguarding procedures are robust and well embedded. As a result, all children are protected and effectively safeguarded.
- Warm, caring and nurturing relationships are evident between children and the childminder, who works closely with parents and carers, sharing the care of children. As a result, children are happy, behave well and become confident learners.
- The childminder provides an environment where children are able to make choices about what they do, promoting their curiosity, exploratory skills and instincts.

It is not yet outstanding because

- Occasionally, the childminder does not fully extend children's learning and critical thinking through more effective questioning.
- There are fewer natural, open-ended resources available to further promote children's exploratory play and language development.

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 children outside, including adult-led and child-initiated activities.
- The inspector held discussions with the childminder throughout the inspection and spoke to children at appropriate times.
- The inspector checked the evidence of suitability of adults living in the setting, the safeguarding policy and procedures, complaints policy and the self-evaluation systems that support the service.
- The inspector asked the childminder about children's safety and supervision, outings, behaviour management and discussed the activities observed during the inspection.
- The inspector looked at the daily diaries containing comments made by parents of the minded children.
- The inspector checked evidence of the childminder's training and sampled a selection of written policies, documentation, children's learning journals, observations and assessment records.

Inspector

Lois Wiseman

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a semi-detached house in Ingleton, North Yorkshire. She operates all year round, from 8am to 5pm, every day except bank holidays and family holidays. Two rooms on the ground floor are used for childminding. There is an enclosed garden area for outside play. There are currently 12 children on roll, two of whom are in the early years age range and they attend for a variety of sessions. The childminder is accredited and has an appropriate qualification at level 3. She is a member of the Professional Association for Childcare and Early Years. She works in partnership with a local children's centre and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance ways to build on the already good skills used to promote language development by posing more open-ended questions, to further extend children's critical thinking
- include more natural, open-ended resources, for example, cones, shells, sticks, pebbles and wooden blocks, to further promote children's exploratory play and language development.

Inspection judgements

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

The quality of the teaching is good. The childminder is effective at meeting children's individual needs and interests. She is professional in her approach to her service and understands how children learn and develop. She knows her children well and offers them a purposeful and nurturing experience. The clear focus and understanding of the Early Years Foundation Stage mean that children's chances to progress their learning are good. The childminder provides a wide range of activities and experiences, both indoors and outdoors. As a result, children have numerous opportunities for independent play and learning. She is committed to children, planning activities and events that interest them and that support their progress. The childminder speaks in a calm and reassuring way. As a result, children become engaged and participate in activities, making good progress in all areas of learning and development. The childminder's assessment is effective. She gathers valuable information from parents when children start. Details about their likes, dislikes, care routines and current interests enable her to plan appropriate activities that meet individual children's needs. The childminder keeps detailed learning journals for each

child and these are updated regularly. These comprehensive records provide parents with a documented account of the progress that their children are making and of the time spent with the childminder. She makes careful observations of children during their play, where she identifies new skills and developing interests. This helps her to plan further experiences to target children's individual needs. She then shares information about children's learning and progress with parents. As a result, parents feel valued, respected and fully engaged in their children's learning.

The childminder is actively involved in the play experiences and effectively supports children as they play and explore in this welcoming, child-friendly learning environment. She is sensitive to their changing needs and shows a genuine interest in what the children share with her. Consequently, their communication skills and language development are supported. The childminder is aware of children's individual learning styles and encourages children to explore, have a go and try new things. For example, she supports children playing with water, cups and boats, encouraging children to blow bottles across the surface of the water. Throughout the activities, the childminder interacts with children, ensuring that the conversation flows freely. For example, when a child starts to put objects into a trolley, she supports the developing concept of capacity by asking, 'Do you think that we'll be able to get these all in? Will we be able to close it?' On occasion, however, the childminder misses opportune moments to extend children's level of thinking by asking too many closed questions or no questions at all. This means that children are not given the optimal challenge and maximum opportunities to enhance their vocabulary and level of thinking even further. Children receive caring support from the childminder. Her positive approach keeps them engaged, interested and involved in their learning. For example, children enjoy listening to aeroplanes flying overhead. They giggle as they hide in a pop-up tent, and delight in going down a slide. As a result, children make good progress in all the areas of learning. The environment is interesting, although, there are few open-ended natural resources which can be used in a variety of ways. For example, cones, shells, sticks, pebbles, bark pieces, wooden blocks and stepping stones can be used further, to promote children's exploratory play and language development and provide opportunities to extend their critical thinking.

Relationships with parents are strong and effective. The childminder shares children's learning on a daily basis, using the preferred methods of the families. Her daily diary provides parents with detailed information about children's care routines and significant experiences. Consequently, parents feel that they are active and equal partners in the care and education of their children. In addition, they are better prepared to be able to extend children's learning at home to fully support their progress. The childminder supports school readiness by encouraging children to recognise letters of the alphabet during activities, in particular, their own name. She places high importance on developing self-help skills as she works with children, and supports their learning experiences.

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

The childminder has very good knowledge of children, their interests and individual care needs. Children settle easily into her welcoming and friendly environment. Children are

happy and relaxed because they have developed strong bonds and close emotional attachments with the childminder. Her calm, warm and caring manner is reassuring to them. The childminder has a flexible approach to settling-in, which enables children to feel secure and form superior attachments. Parents appreciate this individual approach to meet the child's needs during this crucial period. As a result, professional relationships between parents and the childminder develop. Children feel safe and emotionally secure because the childminder has a thorough understanding of children's individual needs and routines, making effective use of the information given by parents. Her skilful use of the daily diaries, for example, strengthens the close, professional bond she has developed with parents.

The childminder maintains a high level of health and safety while with the minded children. Children effectively learn about self-care and personal hygiene through consistent routines. As a result, children remain emotionally very secure. Children have numerous opportunities to decide and choose for themselves, and to develop self-help skills as they play. Throughout the day, the childminder offers children healthy snacks and drinks, and encourages good manners. As a result, children remain healthy and become confident and active learners. The childminder has a consistent approach to positive behaviour management. She gives praise and encouragement at all times; this includes clapping, facial gestures and verbal praise. The childminder is an excellent role model and supports children's social and emotional development very effectively. She speaks calmly and firmly, gets down to their level and uses eye contact effectively. For example, children are reminded to sit down at the top of the slide and to hold on to the rails. As a result, children learn about acceptable boundaries and what is expected of them.

Health and safety procedures are of high importance to the childminder. The premises are exceptionally clean and tidy, and she uses keys to access areas that might pose a danger to the minded children. The childminder has effective written policies and procedures in place, and she checks the identity of adults who visit the home. As a result, children are kept safe from harm. The childminder supports children's move into school by arranging visits and accessing useful story books around this topic. In addition, she has focused discussions with parents and other childcare professionals. Consequently, children's transition into school is as seamless as possible.

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

The childminder fully understands the requirements of the Early Years Foundation Stage and the best ways in which children learn through well-planned active play. The programmes, activities and experiences that she provides for children are purposeful and appropriate for their age and stage of development. The childminder tracks the progress of the minded children with care and records their achievements. This means that all children can be involved in their learning and make good progress. Children's learning journals provide a thorough record of their experiences and have clear links to all the areas of learning. The childminder considers the next steps to then plan for each child. She has a robust understanding of safeguarding and child protection procedures. The

childminder is clear about recognising the signs and symptoms of abuse and knows who to contact if she has a concern about a child, or has a complaint made against her. This ensures that children are safeguarded while in her care. Thorough written policies and procedures are in place, covering all the areas of the childminder's practice. She shares these with parents and reviews them annually or earlier if necessary. Children take part in fire evacuations and the childminder is completely aware of health and safety issues when children are at play. As a result, children receive the best care possible.

The childminder's positive attitude to improve the care and education for children is of high importance, and her self-evaluation is an accurate reflection of her day-to-day practice. She is able to pinpoint areas that she wishes to improve upon. The childminder is totally committed to extending her own professional development and she updates her core training regularly. Ideas gained from the schema training, for example, have already enabled her to reflect on her environment in order to further support children's learning and development. This means that children have more opportunities to make progress according to their relative starting points.

The childminder has excellent working relationships with parents and carers. She completes a daily diary giving parents all the relevant information that they need about their child's unique care needs. This efficient record keeping ensures that parents make a very strong contribution to effective partnership working for the benefit of their children's learning and development. The childminder has comprehensive arrangements for information sharing with parents, for example, verbally, by text, telephone or email. She strengthens further partnerships by taking children to visit toddler groups in the area. As a result, children are offered wider opportunities to socialise and learn about the world. The childminder has an effective working relationship with staff at the local nursery and liaises with other professionals in a local children's centre. Consequently, children's care is highly promoted.

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. It will be monitored and inspected within twelve months of the date of this 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		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	400991
Local authority	North Yorkshire
Inspection number	872193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	31/10/2011
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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