

Inspection date	03/06/2014
Previous inspection date	11/12/2008

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

- Children form secure attachments with the childminder. She is warm, caring and considerate of their individual needs, and as a result, children settle quickly and are happy and content in her care.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, kept safe and well protected.
- The experienced and dedicated childminder is committed to working very closely with other professionals to ensure that children with special educational needs and/or disabilities have their individual needs met very well.
- All children make good progress in their learning and development in relation to their starting points. This is because the childminder provides them with a good range of challenging and interesting activities based on their stage of development.

It is not yet outstanding because

- There is scope to strengthen partnerships with other providers of the Early Years Foundation Stage, in order to ensure that important information about children's development is more effectively shared and used to plan how to move children even further forward in their learning.
- There is room to enhance the organisation of resources to further develop children's good independence.

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 children playing.
- The inspector looked at children's learning journals, a selection of policies and children's records.
- The inspector spoke with the childminder and engaged with children at appropriate times throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband near Northallerton. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the partnerships with other providers of the Early Years Foundation Stage by more effectively sharing two-way observations so that this information can be used to plan together and move children on in their learning
- enhance children's already good independence skills by reviewing the organisation of resources so that children can follow their emerging interests and make independent choices more easily.

Inspection judgements

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

The childminder provides children with a variety of challenging and interesting activities across the seven areas of learning. The quality of teaching is good as the childminder has a secure understanding and knowledge of how to effectively promote the learning and development of children in her care. The childminder has a good understanding of where children are in their learning because she uses information provided through initial discussions with parents alongside observations to establish children's starting points in learning. The childminder has worked hard since her last inspection, to develop her systems for observing and assessing children's progress. She has introduced individual learning journals for all children which include photographs and observations of their learning. The childminder knows the children well and has a secure understanding of each child's individual stage of development and their next steps in learning. This means that she is able to plan activities based on children's individual interests and development needs. As a result, all children, including those with special educational needs and/or disabilities, are making good progress in their learning in relation to their starting points.

This helps to prepare children for the next stage in their learning at nursery or school.

The childminder clearly knows the children very well and intervenes well with them to support and teach them the skills to move them forward in their learning and development. For example, she supports their physical development as she encourages them to crawl to reach resources and gives them meaningful praise as they use furniture to balance and take early steps. The childminder uses effective teaching to encourage early communication skills. For example, she uses actions to reinforce children's understanding of words, such as 'up'. She also makes good use of props, such as giving children, shiny stars to hold as they sing well known nursery rhymes. She follows children's lead well which makes learning fun and interesting for children. For example, as children show an interest in faces in books she builds on this by using a mirror to show children parts of their face. Children show that they are becoming active learners as they copy her actions, for example, they laugh and giggle as they follow her lead as she plays 'peek-a-boo' with them.

The childminder has a good understanding of the requirement to complete a progress check for children between the ages of two and three years. In addition, she completes ongoing assessments of the progress children are making and shares these with parents on a regular basis. This ensures that parents are kept well informed about their child's progress. The childminder demonstrates a genuine commitment to working very closely with other professionals to support children with special educational needs and/or disabilities. This includes, the effective ongoing sharing of information with portage workers, teachers and development workers. This means that children with special educational needs and/or disabilities have their individual needs met very well and promotes consistency of care and learning for children.

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

The childminder has formed warm, caring relationships with the children and they are happy, settled and relaxed in her care. This is evident as they laugh and giggle as she tickles them and they smile warmly in response to her interactions with them. This supports children's personal, social and emotional development well. The childminder gathers all required information from parents prior to children starting, for example, medical and dietary requirements. This is combined with inviting children for settling-in visits. This helps the children to get to know the childminder and supports a smooth transition from their home into her care. In addition, the childminder works closely with parents and other professionals on an ongoing basis so that she is fully aware of and understands how to respond appropriately to any medical needs of the children. The childminder helps children to settle into school and nursery through attending local groups so that children can socialise with their peers. The childminder also understands the importance of helping children to develop their self-care skills, for example, putting on their own coats.

Children play in a child-friendly, safe environment with clean, age-appropriate and well-maintained toys and equipment that effectively support their overall well-being and care.

The environment generally promotes children's independence as an appropriate selection of resources is set out based on children's interests and next steps in learning. Other resources are stored elsewhere in the house. There is room, therefore, to review the organisation of resources so that children have a better understanding of what resources are available so they can make further independent choices about their play. Children behave well in the childminder's care because she has a good understanding of the importance of using age-appropriate techniques to manage children's behaviour. For example, she provides children with clear boundaries, encourages them to share and to respect each other. In addition, the childminder provides children with regular praise and encouragement, this helps to promote positive behaviour and further promotes self-esteem.

The childminder promotes children's good health and self-care through consistent routines and regular opportunities for fresh air and exercise. For example, they go for local walks, visit the park and play in the garden. The childminder has a good understanding of the importance of providing children with healthy and balanced meals, including regular drinks and snacks of fresh or dried fruit. Consistent daily routines, for example, washing hands before meals and the use of individual hand towels helps to reduce the risk of cross-infection and helps children to learn about healthy lifestyles. Children have good opportunities to learn about keeping safe, for example, they practise regular fire drills and road safety is reinforced as they go for local walks.

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

Children are effectively safeguarded within the setting as the childminder demonstrates a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported as the childminder has attended relevant training, including safeguarding, first aid and food hygiene. There are clear and detailed written policies and procedures in place and the childminder regularly updates and reviews this information. Risk assessments are completed for both the indoor and outdoor environment to minimise hazards and to ensure children are well-protected. In addition, the childminder uses appropriate safety equipment and procedures to further ensure that children are kept safe in her care. This includes, stair gates, fire guards and supervising children at all times. The childminder maintains children's records accurately and ensures that all parental permissions are in place. The required checks have been completed on the adults in the home to ensure they are suitable. As a result, children are provided with a safe and secure environment.

The childminder has a secure understanding of the learning and development requirements, how children learn and what she can do to support their learning. She attends training courses to help develop these skills further. For example, she has attended training on how to support two year old children and the use of sign language. The childminder monitors the educational programmes on an ongoing basis to ensure that all areas of learning are covered and that they provide appropriate challenge for children. The childminder clearly knows the children and how well they are progressing. This means

that she can highlight any possible gaps in children's learning and plan appropriate interventions to support each child. The childminder has a positive attitude towards continuous improvement; she has completed the Ofsted self-evaluation form and has a good understanding of her areas for development. She has obtained written feedback from parents and works closely with her early years advisor to help her to develop her setting further. In addition, the childminder has addressed the recommendations raised at the previous inspection. This further demonstrates a good capacity to improve further.

Partnerships with parents are good and they comment very positively about how hard the childminder works to support their children's development. Verbal feedback, text messages, emails and access to their child's learning journal, ensures that parents are kept well informed about their child's daily care and learning. This means that the childminder and parents work effectively together to meet the needs of the individual children successfully. The childminder understands the importance of sharing information and working together in partnership with other providers of the Early Years Foundation Stage to meet the needs of the individual children. However, there is room to strengthen these partnerships further so that there is a more effective method for sharing more detailed information and complementing children's learning and development.

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	401210
Local authority	North Yorkshire
Inspection number	877121
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	11/12/2008
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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