

Inspection date	20 January 2015
Previous inspection date	18 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and this helps children to make good progress in their learning. The childminder and her assistant provide a wide range of play experiences and activities that interest children. They work well with other settings to provide continuity in children's learning.
- The childminder successfully promotes children's emotional well-being. Children are settled and display a strong sense of belonging. They have formed extremely close attachments with the childminder and her assistant as a result of their warm, caring approach and the effective settling-in sessions.
- The childminder provides healthy meals and drinks for children and very good provision is made for outdoor play so that children benefit from being in the fresh air. As a result, children's health and well-being are successfully promoted.
- The childminder places a high priority on keeping children safe. She has a good understanding of child protection procedures and effective steps are taken to reduce potential dangers in the home and on outings.
- The childminder successfully identifies areas for improvement. She has addressed the actions and recommendations made at her last inspection to improve the welfare, learning and development of children.

It is not yet outstanding because:

- The childminder does not exploit all opportunities to enhance children's communication and language. Children cannot easily access photographs that are kept in their records to stimulate conversation and help children recall past events.
- Highly successful strategies are not fully in place to gather precise information from parents about what children do at home, so this can be taken into account when planning activities to extend children's good learning even further.

What the setting needs to do to improve further

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

- extend the educational programme for communication and language even further, for example, by using familiar photographs to encourage conversation and responses from children
- strengthen ways to help parents share what they know their child can do at home on entry into the setting and on an on-going basis to help with early activity planning.

Inspection activities

- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, equipment and toys.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her assistant and household members.
- The inspector took into account the views of parents spoken to on the day of inspection and in written form.

Inspector

Lindsey Pollock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good and children are well prepared for school or the next stage in their learning. Observations and assessments are undertaken to ensure children's progress is monitored and any gaps in their development are identified. Activities are planned based on children's interests and the next steps for their learning. For example, the childminder recognises children's love of getting messy so provides lots of opportunities for them to do this with resources, such as paint, paste and mud. She helps children to develop their communication and language. She talks to them, repeating phrases and extending sentences to develop their speech. Children talk animatedly when they see the photographs in their learning journals. The childminder has not made these and other photographs accessible at a low level where children can see them easily. This means opportunities to encourage conversations are not used as well as possible. Partnerships with parents are very positive and much information is shared about children's care. The childminder keeps parents informed of children's progress. However, she is not always successful in obtaining information from parents about children's learning and achievements at home to further complement the learning process.

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

The childminder and her assistant provide a stimulating and welcoming home environment where children and their families are valued. Close attachments between the children and the adults caring for them are evident. This fully supports children's emotional well-being. Parents say this is a warm, friendly place for their children. Children are supported to manage and understand their feelings. The childminder and her assistant have a calm manner and raise children's confidence and self-motivation through giving meaningful praise. They are sensitive to children's stage of development when managing behaviour. For example, they duplicate some resources to reduce conflict when caring for the youngest children. Children enjoy a wealth of activities in the outdoor area. This benefits their health and physical development. They are taught about safe practices effectively, such as how to negotiate the steps to the bathroom and how to cross roads safely.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and meets these to ensure children are kept safe and their welfare is promoted. Checks have been completed on the adults in the home to ensure that they are suitable and children are closely supervised at all times. The childminder and her assistant have a good knowledge of child protection procedures. They reduce potential dangers in the home and on outings by conducting robust risk assessments. The childminder continually reflects on her practice and shares ideas for development with her assistant and parents. In addition, she undertakes frequent training. The childminder closely monitors the work of her assistant and supports her in implementing the policies and procedures of the setting.

Setting details

Unique reference number	EY275298
Local authority	North Yorkshire
Inspection number	819919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	18 April 2011
Telephone number	

The childminder registered in 1993 and lives in Coverham, Leyburn. She operates flexible opening hours, Monday to Friday, all year round, except bank holidays and family holidays. She works with an assistant.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

