

Inspection date	03/10/2013
Previous inspection date	13/11/2008

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 how young children learn and she offers good quality toys and activities which link to children's individual interests and supports them to make good progress.
- Partnerships with parents are good and information is shared with them on a daily basis keeping them informed about their child's development and well-being.
- Children are settled and show good levels of confidence in the childminder's care because the childminder gives a high priority to ensuring she understands their individual needs.

It is not yet outstanding because

- There is scope to further enhance the stimulating play area outside by extending the use of print, to support children's developing understanding of words and numbers.
- Children's personal hygiene routines are not always consistently promoted or fully effective. Therefore, they are at possible risk of cross-infection.

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 the childminder and the children in the dining room and garden.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation including her self-evaluation form and children's records of learning.
- The inspector acknowledged the views of the parents spoken to during the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works at the home of her co-childminder in the village of Scorton near Richmond. The whole of the ground floor, plus the small and master bedrooms on the first floor and the rear garden are used for childminding. The childminder also works with a registered assistant.

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 46 children on roll, 21 of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 8am until 6pm, Monday to Thursday all year round with the exception of bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the stimulating outdoor learning environment further by making it rich in print to further promote and support children's understanding of words and numbers
- ensure children's personal hygiene routines are consistently and effectively promoted.

Inspection judgements

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

Children make good progress in their development and are well prepared for school and their next steps in learning. The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She has a good understanding of how to use observations and assessments of children's achievements to monitor the progress they make over a period of time and to identify their next steps in learning. She uses this information well to provide activities and experiences and to guide her daily interactions with children. Parents are effectively supported to be involved in their children's learning through information in 'learning journeys' which are a valuable log

that detail their children's progress and how the childminder supports this. The very stimulating environment and displays the childminder creates in her home also provide examples for parents to see how they can support their children's learning in their own home environment. This is an important element in supporting children's future success in learning at school. Parents are encouraged to share information about their children's learning and development at home when they first start and sometimes when they arrive and depart, which helps the childminder to secure accurate assessments. The childminder is aware of her responsibility to complete a progress check at age two on children and share information with the parents. This further ensures that parents have a clear picture of their child's development and future learning needs.

The childminder forms close bonds with younger children; she talks to their parents as they arrive and this enables her to be fully aware of how children are each day. For example, a child who has had a late night at home is offered comfort and cuddles until they settle and choose what they would like to play with. The childminder encourages children to explore the safe and stimulating play area, promoting self-choice and decision making in their play. Children's emerging creativity is promoted well. They thoroughly enjoy an activity using play dough. Young children squeeze the dough through their fingers; this supports their developing understanding of feel and texture. A good range of supporting tools support their hand and eye coordination and small finger skills as they roll cut and mould the dough into different animal shapes. The childminder skilfully questions the children as they play, for example, she asks them about the colours of the dough, the number of pieces they have made and if it feels hard or soft. Such questioning supports children's learning through play well. The childminder also shows her quality of teaching as she knows when children want to play alone, without adult input. They enjoy the time they spend playing with the dolls and the small world resources, chatting to themselves as they are immersed in their game. This supports their developing imaginations and ability to lead their play using their own ideas.

Children enjoy the free access they have to outdoor play in the garden and the childminder promotes all areas of learning in this area. Children dig and build in the sand tray using a good range of supporting resources and make sand castles and shapes with sand moulds and their feet. They develop their physical skills as they learn how to move the swing backwards and forwards by stretching out their legs. Good support is given to the children by the childminder and they are elated at the praise they receive and the effect their movements have on the swing. Children enjoy water painting with large brushes and there are areas of the garden set up to support children in role-play activities. There is however, further scope to extend this stimulating learning environment for children by making the area rich in print to further encourage and develop children's understanding of words and numbers as they play.

Children's understanding of the world is supported as they go out and about in the local community and attend childcare groups where children mix with other children and adults. They also enjoy visiting the large garden of one of the parents, where they collect apples from the trees. The childminder and her co-childminder use such activities to provide a holistic approach to learning. For example, they talk to children about the apples; children taste the raw and cooked apples and discuss what they think the difference is. Surprisingly, the childminder comments that the children preferred the apples in their raw

state before they were sweetened and cooked. Once they have cooked the apples the children help to make apple crumbles for their dessert and the baking activity is used to support language skills and recognition of numbers. Children also learn about information technology as they use the childminder's camera to take photographs and they learn how to use the compact disc player enabling them to enjoy music and movement as they wish.

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

Children share and develop secure bonds and emotional attachments to the childminder. This is because she is a kind, caring and considerate individual who has children's best interests at heart. She works closely with parents, continually sharing and exchanging information to ensure children's individuality is respected and met at all times. Children's artwork and photographs of them are displayed around the setting. This creates a welcoming, inclusive environment where each child feels a sense of belonging. Children's behaviour is good, with the childminder reinforcing clear rules and boundaries with them, which they learn to adopt. The childminder assesses the abilities and level of understanding of each child and when they are ready, she allows them to take calculated risks in a controlled environment. For example, children understand they can use the swings and climbing equipment in the garden with care and to ask for support when they need it. Children remain in the childminder's sight and hearing at all times but they are allowed the freedom to show how they can play sensibly by themselves as they move between the indoor and outdoor play areas. This helps children to learn important safety messages, which keeps themselves and others safe, while also promoting their physical skills and enjoyment of exercise.

Positive reinforcement and discussions promote children's understanding of the importance of exercise, healthy eating and personal hygiene. Children are provided with home cooked healthy options for their snacks and meals and their independence is promoted as they set the table and chop their own fruit. This provides the childminder with good opportunities to discuss healthy foods with the children, which further develops their awareness of healthy eating. Children have access to liquid soap and paper towels for hand washing. However, sometimes they share water in the sink to wash their hands. This does not effectively prevent the possible risk of cross-infection. The childminder spends a lot of time supporting children's personal, social and emotional development. Discussions, books and simple behavioural techniques are used to help children to learn to recognise, understand and deal with their emotions. Children relate well to the childminder and her co-childminder and they also develop good social skills as they begin to play and interact more cooperatively with their peers. These skills prepare children well for their future learning. Children are supported to make a seamless transition to school as younger children go on the school run with the older children. This helps them to become familiar with the school environment and aids discussions about what children can expect when they start school.

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

The childminder has a good understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard the children in her care and has a secure understanding of the procedures to follow if she has any concerns. Written policies and procedures relating to safeguarding, with the required contact numbers are readily available and she ensures parents are aware of these at the onset of a placement. All adults working with the children are checked for their suitability and a record of visitors to the setting is maintained. Risk assessments are effectively completed and the childminder uses these to ensure children's safety and minimise the risk of accidents. As a result, children play and learn in a safe and secure environment.

Children make good progress because the childminder observes them and makes accurate assessments of their learning. Personalised plans are in place with a strong focus on closing gaps in the prime areas of learning and ongoing monitoring ensures their individual personal needs are met. The childminder and her co-childminder have a weekly meeting where they discuss their practice and make plans for continued improvement. This ensures that continued development of the setting is assured. Parents' and children's views are discussed and used to inform future priorities for ongoing development. The childminder continues to attend childcare courses to enhance the provision for children and support her knowledge of teaching and learning. The childminder has positively addressed the weaknesses raised at her previous inspection. She maintains an accurate register of children's daily attendance and risk assessments ensure the setting is kept safe for children.

Partnership with parents is good and they have good information about how children develop and learn from the childminder. She has daily discussions with them, provides written diaries and provides them with regular newsletters. This supports their awareness of children's activities in the setting, their well-being each day and enables them to continue their child's learning at home through providing similar activities. Children also have the opportunity to take resources home that they have enjoyed throughout the day to share them with their extended family. The childminder has developed close and effective links with the local school and nursery that children attend which enables her to provide and maintain continuity in care and learning. She is working with children to enable them to develop their independence and this prepares them for school, which helps to ensure a smooth transition to the next stage of their learning.

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	EY275413
Local authority	North Yorkshire
Inspection number	932050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	46
Name of provider	
Date of previous inspection	13/11/2008
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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