

Inspection date

08/12/2014

Previous inspection date

17/10/2008

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 good teaching skills and a secure understanding of the Early Years Foundation Stage. She provides interesting and challenging experiences that meets the ages and stages of development of the children. Consequently children make good progress in their learning.
- The childminder has a good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and play and learn in a safe environment.
- The childminder sensitively settles children into the provision and builds strong emotional attachments with them. Consequently, children are happy, secure and safe.
- Self-evaluation and the monitoring of provision are good. This ensures that the childminder provides good quality care and learning opportunities for children. Her plans are suitably focused on strengthening her practice further.

It is not yet outstanding because

- Opportunities for parents to contribute what they know about their child's learning at home are not maximised to promote an even more effective shared approach to children's learning and 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 toured the areas of the home used for childminding, including the lounge, dining kitchen, upstairs bathroom and rear garden.
The inspector looked at a range of documentation including evidence of the childminder's qualifications, Disclosure and Barring Service checks for all adults in the home, a selection of policies and procedures, including safeguarding and children's learning records.
- The inspector observed children playing inside and completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and of the childminder's self-evaluation form.

Inspector

Jane O'Callaghan

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 lives with her husband and son in Sherburn-in-Elmet, West Yorkshire. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has a dog, cat and a guinea pig as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, all 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 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:

- extend the already good partnerships with parents so they have even more opportunities to share what they know about their children's learning at home.

Inspection judgements

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

The quality of teaching is good. Children are effectively supported in their learning and development and are making good progress overall. This is because the childminder has a good understanding of child development and implements effective teaching skills in her practice. The childminder understands the importance of gathering detailed information from parents about their child's stage of development, their interests and abilities, when they first begin. She then plans play flexibly to support children individually in their development. Good observations and assessments are undertaken, providing the childminder with a clear focus on how to support each child in their learning. These observations are supported by photographs of children completing a wide range of activities. The childminder has a good understanding of the requirements of the progress check completed for children aged between two and three years. She has all the documentation needed in place for when the children she is caring for reach this stage in their learning. The childminder understands the importance of sharing this information and working with parents and other professionals involved with children. The childminder ensures that she informs parents of children's progress within the areas of learning and development through daily discussion. However, there are fewer opportunities for parents to contribute what they know about their child's ongoing progress at home.

Children benefit from a broad range of activities, outings and play experiences that

promote their learning and development well. Children can access the resources easily as they are stored at their height and are clearly labelled with words and pictures. This helps children to understand that written word has meaning. Children are very eager to play with the wide range of technical toys. For example, they press the buttons and watch excitedly as they see the coloured lights flash. Young children skilfully place different sized rings over a large cone. They show good concentration as they place them on correctly. The childminder praises them boosting their self-esteem and the activity promotes children's hand and eye coordination. The childminder ensures that young children get lots of opportunities to develop their creativity. For example, children are keen to sit and put the different junk modelling resources together and show the childminder how to pull the sticky tape. As children extend the tape they get frustrated as it sticks to their fingers. The childminder gives good clear explanations to them on how to cut it and remove it from their hands. Children play well with the toy garage and cars pushing them up the ramp and watching the cars roll down. The childminder encourages the children to count the cars, introducing early numeracy skills. The children confidently count to three with the childminder. Children know the daily routine and sit down on the mat as the childminder reaches for the sack with the puppets in. Children laugh as she shows them the puppet crocodile which they give lots of cuddles and kisses too. As the childminder selects the toy rabbit, children listen to her singing about sleeping bunnies. Children follow the childminder's actions linked to the songs well as she uses the puppets and props to keep their interest.

The childminder has a good understanding of the importance of working in partnership with teachers at the local school and preschools. The childminder regularly takes children to the local library for story time and toddler groups. This provides young children with the opportunity to mix with others and develop good interpersonal skills. These opportunities help them to develop key skills needed for their future learning.

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

The childminder establishes strong relationships with children, who demonstrate a secure attachment to her. She finds out as much as she can from parents about children's likes, dislikes and routines and takes care to effectively use the information. This is completed through both home visits and flexible settling-in times at the childminder's. This ensures that routines are familiar and comforting and enables children to feel very secure and settle well. Each child's individual health, physical and dietary needs are met to a high standard. The childminder ensures that children are well hydrated with regular drinks of water and milk. Children eat nutritious home-cooked meals and a range of fresh fruit and vegetables. Children's independence is promoted well as they are encouraged to feed themselves and help to wipe their hands. Children are well rested as they are encouraged to take regular naps appropriate for their age and in line with parents' wishes. Many planned activities successfully promote their physical development. For example, children are able to kick balls around the garden, use scooters and dance and move as they sing songs with the childminder. They also go for walks in the local area and practise their climbing skills at the local parks on the apparatus.

The childminder teaches the children about acceptable behaviour and supports them in

learning how to share and take turns. For example, children are reminded to share the toys and to say please and thank you. The childminder takes children to groups and on outings. This teaches children how to adapt their behaviour to different social situations. She gives them lots of praise and encouragement. This builds children's self-esteem and confidence and prepares them well emotionally for the move to nursery and school.

The childminder promotes children's understanding of safety as they regularly practise fire drills to ensure they are aware of how to evacuate from the home in an emergency. This helps children to develop their understanding of staying safe. The childminder gives gentle reminders to the children not to wave objects near other children as it might hurt them. Children play in a safe, clean and well-maintained family home. Children are able to access a good range of age and developmentally appropriate resources each day, which they can make independent choices from.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is fully aware of child protection issues and her responsibility in protecting children from harm. She accesses relevant training and has a strong up-to-date understanding of the potential signs of abuse and neglect and the procedures for reporting concerns. The childminder maintains a good range of written policies and procedures which support her practice and contribute to safeguarding children. These are shared with parents reassuring them that their children are safe and well cared for. The childminder ensures all legally required documentation is in place and up-to-date. For example, children's details, Disclosure and Barring Service checks of the entire household and records of children's attendance. Children's safety is further enhanced with regular risk assessments and daily safety checks of the premises and outings that children go on. Visitors are asked to show their identification, sign in and out and to switch off their mobile telephones. These help to ensure that children are cared for with safety as a priority while in the care of the childminder.

The childminder successfully monitors children's progress very well through her observation and assessment procedures. Therefore, she accurately identifies children's next steps in learning and plans purposeful and challenging experiences that support them to make progress. She completes weekly planning for all children and covers all of the areas of learning. The childminder adapts planning according to the children's age and ability to ensure they learn in a fun environment. The childminder's self-evaluation procedures are stringent and highlight her ability to effectively evaluate her own performance and make improvements. She has addressed the recommendations from the previous inspection. The childminder has attended training run by the local authority, which has had a positive impact on her knowledge of how children learn. This includes training courses on working towards the next inspection, working with babies' toddlers and two year olds and safeguarding children. Consequently children benefit from being cared for by a highly skilled childminder, who provides good opportunities for them to develop new skills and competences through play.

The childminder ensures parents are given daily feedback and she receives positive comments from parents when children leave. For example, they say how happy they have been with the care their children have received. This promotes parents involvement in children's welfare and builds a good partnership with the childminder. The childminder shares detailed information with parents. For example, they have access to Ofsted's contact details and her registration certificate which is clearly displayed. This means that parents are well informed about the service she provides. Good partnerships are in place with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY286478
Local authority	North Yorkshire
Inspection number	961333
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	17/10/2008
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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