

Inspection date	12/12/2014
Previous inspection date	16/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 knowledge of how children learn and develop. Consequently, the quality of her teaching is good and children are keen, interested learners.
- Children have close bonds with the childminder because she is kind and supportive towards them. As a result, children develop self-confidence and independence.
- There are effective relationships in place with all those involved with children, including teachers and health care professionals. Therefore, children benefit from continuity of care and learning.
- The childminder thoroughly understands the safeguarding and welfare requirements. Consequently, children are kept safe and secure in her care.

It is not yet outstanding because

- The childminder does not always sharply focus the next steps for the older children, particularly in developing their understanding of the world. This does not fully support them to make rapid progress in this area of learning.
- Strategies to encourage parents to share further information about what children already know and can do when they first join the setting, are not always effectively used to support children's learning to the highest level.

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 practice and the interactions between the childminder and children during play and care routines.
- The inspector toured the premises used by children during the inspection and observed children's activities.
- The inspector looked at documents, including a selection of policies, children's assessments records and checked evidence of the childminder and her assistant's suitability.
- The inspector conducted a joint observation with the childminder.
- The inspector obtained the views of parents through discussion, letters and questionnaires.

Inspector

Michelle Lorains

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 two older children in a house in Asenby, near Thirsk. The whole of the ground floor, the bathroom and a bedroom on the first floor, and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local church hall. She visits the shops and park on a regular basis. She collects children from the local school and pre-school. The childminder supports a number of children with special educational needs and or/disabilities. The childminder employs an assistant and provides funded early education for two-, three- and four-year-old children. There are currently 20 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Sunday, with the exception of family holidays. The childminder also provides overnight care. 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 next steps of learning for older children by more sharply focusing planning, in order that they make rapid progress in all areas of learning, particularly their understanding of the world
- build further on the strategies used to support parents to share information about what their children know and can do when they first join the setting, in order to establish precise starting points to more effectively support children's learning to the highest level.

Inspection judgements

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

The quality of teaching is consistently good. The childminder has a good understanding of how children learn through play and uses their self-chosen experiences well in order to extend their learning. For example, the childminder models language to children and helps them extend their vocabulary while they play imaginatively. Children thoroughly enjoy using the coloured rice and tin tea-set to pour each other drinks and develop measuring skills. The childminder successfully interacts with them and uses questions which encourage children to think about what they are doing and to develop new ideas. Consequently, children stay engaged and interested for extended lengths of time as they persevere to learn new skills. The childminder provides a range of activities for children which are stimulating and interesting. For example, children enjoy baking and decorating

Christmas biscuits. The childminder uses this to focus on young children's sensory development by encouraging them to use their hands to feel the mixture. Older children delight in using icing and coloured balls to carefully decorate their biscuit, which helps them to develop concentration and use their fingers precisely.

Older children develop skills in literacy as they are encouraged to use the self-registration board on arrival. Children are able to recognise the first letter of their name and enjoy finding the face which matches how they are feeling on the day. This helps them to understand different emotions. The childminder plays number games with children and they delight in collecting the honey pots as they move up the board. Consequently, children show interest in mathematical concepts and are skilled in using numbers accurately. This helps children to begin to develop new skills for their eventual move to school. However, the childminder does not help older children to make outstanding progress across all seven areas of learning. This is because their next steps for learning are not always sharply focused enough, especially on further developing children's understanding of the world. The childminder is skilled in identifying delays in children's learning. She has established relationships which help her to access timely interventions for further professional support, such as health care professionals and therapists. As a result, children, including those with special educational needs and/or disabilities, benefit from continuity of learning, and families feel supported.

The childminder has a good understanding of the learning and development requirements. For example, she carries out observations of children and uses the information to contribute to the assessments of their progress. The childminder provides parents with a written progress check when children are aged between two and three years, to determine their strengths and areas for development. As a result, parents are supported to extend children's learning at home. However, the childminder does not fully maximise opportunities to collect information about children when they first join the setting. For example, parents are not always asked to provide information regarding children's prior achievements to enable the childminder to complete a precise assessment of children's abilities when starting. As a result, children's future learning is not always promoted to the highest level. The childminder plans challenging activities for children and there is an appropriate balance of child-led and adult-initiated experiences. Therefore, children become active learners as they make decisions and choices about where they would like to play.

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

The childminder has developed secure bonds with children and is a good role model. For example, she soothes children who become upset by talking to them at their level and encouraging them to join in again. This is successful and children settle very quickly. As a result, the environment is calm and children's behaviour is very good. Children develop confidence and independence because the childminder encourages them to do things for themselves, such as using the toilet and washing their hands. Consequently, children develop self-help skills and an awareness of how to manage their own hygiene and personal needs. The childminder provides a social atmosphere at lunchtime and healthy meals for children to enjoy. Children begin to recognise the differences between healthy

food and 'junk' food as they chatter about what they eat. This promotes their understanding of what contributes to a healthy lifestyle.

The environment is well-resourced and exciting for children to explore. The childminder ensures resources can be accessed freely by children, both indoors and outdoors, which promotes their independence and all-round development. For example, children are able to use the trampoline and mud kitchen outdoors while others choose to stay inside and read stories. Children enjoy a range of trips out of the setting and the childminder encourages them to learn about their local area. Children develop an awareness of how to keep themselves safe as the childminder uses everyday experiences to teach them about risks. For example, children know that the oven is very hot and they need to wait patiently for their biscuits to cool after a baking activity.

The childminder recognises the importance of preparing children for the next stages in their development. For example, teachers are invited into the setting to meet children who are due to start school. The childminder uses toddler groups effectively to support children to develop confidence in new situations. This has a positive impact on their emotional well-being and children develop resilience. The childminder has effective procedures in place to help children settle-in when they first start. Families are given the opportunity to visit the childminder and gradually increase session times for children. Information is gathered from parents in regard to children's individual routines and any health needs. As a result, the childminder knows children well which helps her to effectively meet their care needs.

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

The childminder thoroughly understands the safeguarding and welfare requirements. There are effective procedures in place to safeguard children and the childminder is confident to record and report concerns about children's welfare. The childminder has obtained Disclosure and Barring Service checks to verify the suitability of adults living or working in the household, which includes her assistant. Consequently, children are kept safe and are protected from harm. The childminder has robust risk assessments in place which are effectively used to keep all areas safe for children. This includes indoors, outdoors and also any trips out of the setting. Parents are provided with copies of the policies used by the childminder. This helps them to understand how the childminder runs her service and the expectations of both parties to ensure children's well-being is maintained.

The childminder uses self-evaluation to monitor her practice and provision. For example, since the last inspection the childminder attended training to further support children with special educational needs and/or disabilities. This had a positive impact for children as the childminder has developed links with external agencies and is confident to quickly access additional support. The childminder monitors the educational programme for children using assessments of their progress, and observations which link to the seven areas of learning. This results in all children making good, but not outstanding progress in their learning and development. The childminder has an assistant who she uses on a minimal

basis to support her when working with children. She monitors her assistant's knowledge of policies and procedures by holding regular discussions with him which keep him up to date. This enables him to provide children with good standards of care and learning.

The childminder has built strong relationships with other settings children attend, such as the local school. The head teacher has provided a letter of recommendation which describes the positive contribution the childminder makes to promoting partnership working and the continuity of learning for children. Parents speak positively about the childminder and say her 'standards of care are very high'. They are particularly pleased with the support they have received in meeting their children's individual needs and how well the childminder works alongside other agencies to benefit children. This demonstrates the effort the childminder has made to promote continuity of care for children and support the families who use her service.

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	EY290326
Local authority	North Yorkshire
Inspection number	848757
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	20
Name of provider	
Date of previous inspection	16/11/2009
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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