

Inspection date	13/01/2015
Previous inspection date	16/04/2009

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

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a good knowledge of the children in her care and provides a broad range of good quality activities to promote children's continuous development.
- The childminder works closely with parents and involves them in their child's learning. As a result, a consistent approach to children's development is maintained.
- The childminder fosters children's self-esteem as she makes good use of praise meaning children feel valued and their emotional well-being is promoted.
- The childminder has a good understanding of safeguarding and how to manage any concerns regarding the children in her care. As a result, children are safe and protected.

It is not yet good because

- The childminder is currently caring for four children in the early years age range. This is in breach of the legal requirements as there are no exceptional circumstances for this to occur, for example, sibling babies.
- There are few natural resources available to further promote children's exploratory play and critical thinking.
- The childminder's evaluation of her practice is not sufficiently robust for her to monitor the delivery of the welfare requirements of the Early Years Foundation Stage effectively.

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 activities in the playroom and kitchen area.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the childminder's suitability, training certificates and her self-evaluation and improvement plans.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector and childminder undertook a joint observation and discussed the children's learning while they were engaged in the activities.

Inspector

Janet Singleton

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, in a house in Skipton, North Yorkshire. The whole of the ground floor and outdoor area are used for childminding. The childminder attends a toddler group. 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, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that required ratios, regarding the number of children being minded at any one time in the early years age range, is maintained at all times and that when assessing arrangements for minding more than three children, only in exceptional circumstances, for example, when caring for sibling babies, can this be arranged.

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

- enhance the stimulating environment to extend children's sensory experiences and critical thinking by including more natural materials, such as treasure baskets and different types of fabrics and materials
- build upon the system for evaluation to enable effective monitoring of all aspects of the provision and in particular the monitoring of the delivery of the welfare requirements.

Inspection judgements

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

The childminder has a secure knowledge of child development and how children learn. She provides a wide range of good quality activities focusing on the prime areas of learning. Consequently, children make good progress across all seven areas. Children are challenged as the childminder provides opportunities for them to practise making marks,

exploring books and experimenting with cornflour gloop. As a result, children are excited as they engage with each other and the childminder, displaying the characteristics of effective learning. Additionally, children are being prepared for the next stage in their learning and the move on to school.

The childminder obtains information from parents regarding children's starting points so she is aware of what children can already do. Through her good observation and assessment of children's development, she is able to effectively plan for children's next stage in their learning. This she does by providing a balance of adult-led and child-initiated activities, for example, making fruit drinks or providing resources for children to choose from and develop their own play. The childminder constantly talks to the children providing a running commentary of what is taking place. The childminder uses effective teaching strategies to support children's learning. For example, at story time, she points and names pictures in the book that are familiar to children. Consequently, children's emerging speech and language are promoted. Additionally, children who have English as an additional language are well supported to develop their communication and language skills. This means children are making good progress across all areas of learning considering their starting points.

The childminder builds good relationships with parents and works closely with them on their children's educational needs. They are able to contribute to their children's development and discuss, with the childminder, their child's progress. This ensures continuity of care and learning, promoting a shared approach both at the childminder's and the children's own home.

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

Children are happy and settle quickly with the warm and caring childminder effectively supporting their emotional well-being. The childminder holds discussions with parents regarding the care of their babies and their individual routines. Care practices are individual to the child and agreed with parents. This means babies, and younger children, are secure and comfortable when with her. Additionally, it ensures a smooth transition into her home and helps children to form strong attachments with the childminder. For such young children, their behaviour is very good. This is because the childminder is very consistent in her approach and uses meaningful praise with the children. This promotes children's self-esteem and confidence as well as preparing them for their future learning and moves on to other provisions, such as school.

Children develop healthy lifestyles as they are taken outdoors to play and to engage in daily physical exercise. Through using small tools and cutlery at snack times, to cut up fruit, children are learning about risk in a safe and controlled environment. The childminder encourages children to manage their own personal needs as they bring their cup for the childminder to refill with water. The childminder promotes children's developing independence as she ensures they are able to make choices from the wide variety of good quality resources. Resources are age-appropriate and promote positive images of diversity which support children to learn about the world around them.

However, there is scope to further enhance children's sensory experiences and extend their exploratory play, by providing additional natural materials for babies and young children to experiment with.

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

The childminder, at the time of the inspection, was caring for four children in the early years age range. This she was doing without reasonable cause for an exceptional circumstance to be applied. This is because she has taken on another child in the early years age range in the belief that she was able to do so. This is a breach of the legal framework. However, the children were seen to be safe and to be having their needs met. Consequently, there is no significant impact on the care of the children at this time.

Overall, the childminder understands the requirements of the Early Years Foundation Stage and is able to provide effectively for children's learning and development needs. She understands the need to safeguard children and is fully aware of the requirements for child protection. The appropriate supporting policies and procedures are in place and cover both the use of mobile phones and social networking sites. Through her observation, assessment and tracking of children's progress she is able to monitor the educational programmes and plan for children's continued progress. The childminder is qualified in early years and has undertaken training to support the development of her skills and improving her practice. However, the evaluation of her practice is ineffective in addressing the weaknesses identified and monitoring the effectiveness of the delivery of the welfare requirements. The childminder has addressed the issues raised at the last inspection and has improved activities and procedures for promoting positive attitudes towards diversity.

Partnership with parents is good and makes a strong contribution to meeting children's needs. Parents share information and complete questionnaires to feedback on the childminder's practice. Information shared, at the time of the inspection from parents, details how settled and secure their children are with the childminder. The childminder also understands how to work with any other professionals to ensure continuity of learning and care for children.

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. 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	EY331575
Local authority	North Yorkshire
Inspection number	873264
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	16/04/2009
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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