

Inspection date	18/11/2014
Previous inspection date	17/10/2011

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 quality of teaching is good. The childminder has a detailed knowledge of the Early Years Foundation Stage and how children learn. Observation and assessment are used effectively to plan good quality activities that enable children to make good progress given their starting points and capabilities.
- The childminder has a good knowledge of safeguarding procedures. This means children are protected from harm and their welfare and emotional well-being is effectively promoted.
- The childminder has strong partnerships with both parents and with other settings that children attend. This means a highly consistent approach to children's development is taken so they continue to make at least good progress in their learning.
- The childminder acts as a good role model and supports children to be polite and to respect each other as they play. As a result, children's behaviour is very good.

It is not yet outstanding because

- The childminder, on occasions, misses opportunities during adult-led activities to extend children's learning and language development through effective questioning. This means their critical thinking skills are not always fully promoted.

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 lounge and kitchen.
- 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 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children; one a young child aged two years and their adult daughter in a house in Skipton, North Yorkshire. The whole of the ground floor and the enclosed garden are used for childminding. 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 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for supporting and extending children's language and thinking skills, for example, by posing more open-ended questions to support children's critical thinking at all times across all activities.

Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of the Early Years Foundation Stage and she uses this knowledge effectively to plan for children's continued progress. This means that children are well supported in making good progress across all areas of learning. The childminder knows the children well and provides them with nurturing and motivating experiences. She uses her good observation and assessment of their progress to plan a broad range of interesting and challenging experiences to meet their individual needs. The childminder uses her comprehensive tracking system to monitor children's progress and identify any areas that may cause concern, or may need extra support, to ensure children are making at least good progress. Additionally, the completion of the progress check for children aged between two and three years contributes to this process and enables the childminder to identify children's strengths and any areas where progress is less than expected. This allows the childminder to ensure all children experience a wide range of good quality activities, across all areas of learning. This effective planning helps prepare children for their future learning and school readiness.

The childminder has high expectations of herself and the children. She uses effective teaching strategies to support children's learning and development. The childminder introduces mathematical concepts, such as numbers, colours and shapes as children play.

She introduces words such as, sticky, dripping and spreading as children explore the properties of a glue gloop mix, to broaden children's understanding and vocabulary. As a result, children become excited and engaged in the activity as they display the characteristics of effective learning. Additionally, they enjoy the sensory experience of feeling the mixture on their hands. The childminder becomes involved in the children's play, as she encourages them to have a go, while generally extending their learning. However, on some occasions, the childminder misses opportunities to always extend children's thinking and language development, as she asks too many closed questions during adult-led activities. This means that children are not always given the chance to enhance their emerging understanding and level of thinking even further. The childminder talks to children as they play, consequently, their communication skills are developing as they hear and take part in the good quality conversations. Children begin to understand that print carries meaning as they sit together and read books. The childminder helps children to be involved in the story time as she points to the print and encourages children to talk about what they see. This means children develop a love of books and of reading. A strong focus on the prime areas of learning ensures children have the key skills needed for their next stage of their development, including school. For example, children learn to listen, concentrate and make good choices and decisions about their play.

The childminder gathers valuable and meaningful information from the parents when their child starts at the setting. Through completion of the children's information document, recording what the child can do, a clear starting point is established. Through the childminder's online tracking programme, parents are able to access their child's development and to contribute to their child's planning. Additionally, these records provide parents with an up-to-date record of their child's achievements when they want to view this. Parents are able to provide information about their children's achievements and experiences at home making strong links between the home and the childminder's setting. Daily discussions and the daily diary provide parents with information about what their child has been doing. As a result, parents feel their contributions are highly valued and they are fully engaged in their child's learning. This shared approach helps to provide children with consistency in their learning and development so they continue to make good progress across all areas of learning and for their move onto school.

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

The childminder knows the children in her care well and as a result, children form secure attachments with her and settle quickly in her home. The childminder finds out about children's likes and dislikes as she obtains meaningful information from their parents to ensure their individual needs are known and met. Children are very happy with this kind and caring childminder who is sensitive to their needs. Consequently, their emotional well-being is supported well as they play and learn in this safe and secure home. The childminder is calm and relaxed with the children, acting as a good role model as she sets clear behavioural expectations. The children respond well and demonstrate their understanding as they explain to each other, when choosing resources, they need to 'care and share'. This helps children think about the consequences of their behaviour and to consider the needs of others as they play with their friends. Additionally, children are supported in being prepared for the next stage in their learning, for example, moving onto

school.

Children develop a healthy lifestyle as they enjoy walks to the park and daily outdoor exercise. The use of large equipment outdoors, successfully supports children's physical skills and combined with the use of small tools, for example, glue sticks, develops their necessary hand and eye coordination. The childminder supervises the children to keep them safe and talks to them about risk, for example, holding the hand rail when coming down the stairs and being careful so they do not fall. As a result, children learn about, and are able to consider and manage, risks in a safe environment. The childminder promotes children's independence and self-help skills as she encourages them to dress themselves and to manage their own needs in the bathroom. Through daily routines children feel secure and cross-contamination is limited, as children wash their hands before snack and after going to the toilet. Children enjoy nutritious snacks and meals that reflect the children's dietary requirements and are agreed with parents. Meals are a delightful social occasion as children sit together and talk about the food they are eating. Consequently, children develop an understanding of healthy lifestyles and healthy foods.

Resources are age appropriate and children delight in making choices as they enhance their own play. A wide range of good quality resources means children make choices in their play and develop their lines of thinking. Additionally, resources which promote positive images of diversity enable children to learn about the similarities and differences of people and of the world around them. Children delight in looking at photographic books of Africa. As a consequence, they learn about the cultures and animals of other countries, widening their understanding of the wider world. The childminder frequently praises the children as they play, for example, often telling them they are good as she builds their self-esteem and confidence. She constantly talks to the children about what is taking place. This helps children to feel valued and involved in their play, resulting in children being confident in their environment. This means children are supported to be emotionally secure and ready for their future learning and next stage of their development.

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

The childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is secure in her understanding of the signs and symptoms of abuse and what she needs to do to protect the child in her care. The childminder has effective policies and procedures in place that underpin her safeguarding practice. The childminder ensures that all other adults living on the premises have appropriate suitability checks in place to keep children safe. She completes risk assessments and ensures the home is safe for children and therefore, children's welfare is protected and children safeguarded.

The childminder effectively monitors her quality of teaching and plans for children's needs and continued good progress. This means she is able to identify any areas that are less well supported, in order to plan effectively to ensure children are making at least good progress across all areas of their learning. The childminder has developed a good,

purposeful relationship with other settings the children attend and consequently, is able to plan consistently to meet the children's individual needs. The childminder is fully aware of the need to work with other agencies to further support children's continued development.

The childminder has addressed the recommendation from the last inspection and this now means parents are much more involved in their child's development to provide a highly consistent approach to their child's learning. The childminder evaluates her practice and her quality of teaching; consequently, she is able to identify areas for improvement. For example, developing the outdoor area to provide a vegetable patch for the children to grow plants and building up her selection of musical instruments to develop their sensory experiences further. Training is sought from the local authority to improve her teaching and the outcomes for all children. As a result, she has the capacity to improve this already good provision.

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	EY363818
Local authority	North Yorkshire
Inspection number	863791
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	17/10/2011
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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