

Inspection date	23/11/2012
Previous inspection date	29/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children feel safe and secure and have developed close and caring relationships with the childminder. She provides a safe, clean and stimulating environment where children have very good opportunities to learn about how to keep themselves healthy.
- Children are happy, motivated and eager to learn. They benefit from a wide range of fun activities and experiences, which provide them with opportunities to make good progress across all seven areas of learning.
- The childminder has a secure knowledge and understanding of the Early Years Foundation Stage. She demonstrates good awareness of how young children learn and makes the most of opportunities to promote children's learning through play, discussions and planned activities.
- The childminder works closely with parents to give children consistent care and ensure that their individual needs are met well.

It is not yet outstanding because

- There is scope to improve the sharing of information with other providers of the Early Years Foundation Stage to further support continuity of care and learning for children who attend more than one setting.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journeys, a selection of policies and children's records.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with partner and three children aged 10 months, nine years and 10 years in a house in Brompton, Northallerton and uses the whole of the ground floor and the rear garden for childminding. The family has two pet rabbits, two guinea pigs, a hamster, a snake and four mice.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses such as food hygiene. She attends a childminder group, the local children's centre and visits the park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 11 children on roll, four of which are in the early years age group who attend for a variety of sessions and seven are school-age children who attend before and after school. She is open all year round from 8am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- extend partnership working with other providers to obtain a fuller picture of children's learning and next steps, especially where the child attends the other setting for most of their Early Years Foundation Stage provision.

Inspection judgements

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

The childminder is enthusiastic, warm and caring, which helps children to settle well and be very happy in her care. Children clearly enjoy attending the setting and achieve well in the stimulating and inclusive environment. The childminder engages and interacts well with children. She provides a good balance of adult-led and child-initiated play and understands the importance of being flexible in her planning to follow children's interests and needs, as a result, children enthusiastically take part in a wide range of activities that cover all areas of learning. The childminder is developing a secure understanding of the Early Years Foundation Stage and has individual files in place, which include observations and photographs of children's learning and progress. These are linked to the areas of learning and used to identify the next steps in children's learning.

Children are progressing well in their learning and development as the childminder skilfully supports all children in her care. She meets their individual needs by patiently encouraging, motivating and providing stimulating activities. Children's language and communication skills are supported as she listens attentively and responds appropriately encouraging further thought and recall from the children. For example, she encourages them to think about what pictures the jigsaws are going to make and to describe the

objects in terms of their colour and size. She gives them lots of praise and encourages them to problem solve for themselves and to help each other, for example, asking them, 'where do you think it would fit?'. As a result, children are eager to learn, work well together and are developing increasing levels of concentration.

Children are confident and inquisitive and show good motivation to learn. They use their imagination well as they play with dolls and role play toys. They count and use numbers independently for example, as they confidently count the number of fingers on the picture and they are supported by the childminder to identify numbers displayed on the wall. They clearly enjoy books, for example, they independently select their favourite stories and sit side by side with each other to 'read' their own book. They are beginning to understand the structure of stories as they proudly exclaim, 'the end' and enthusiastically choose another book. The childminder is very aware of the implementation of the two-year check and has already begun to put this into action. She gathers information at the start from parents and uses this alongside observations to help to identify children's starting points. Parents are provided with regular newsletters which gives them information about what activities the children are taking part in and shares children's individual learning records with them. This helps to keep parents well informed about their child's progress.

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

The childminder is a good role model; kind, caring, patient and calm in her manner. This means children begin to understand right from wrong and develop good social skills. The childminder provides a stimulating environment where all children have fun, learn through play and feel safe and secure. Children are clearly forming strong relationships with their peers and the childminder; they are confident in her care, approaching her with questions and giving her cuddles. As a result, all children, including those who are relatively new to the setting, are happy and secure in her care.

The environment is very welcoming and child-friendly with displays of children's art and craft work and photographs of what children have been doing. This promotes children's sense of belonging in the childminder's home and raises their self-esteem. Play resources are plentiful, age-appropriate and of good quality. Children can select what they want to play with from a good range which are provided by the childminder based on their interests and individual learning. A range of written information such as who is present that day and what the snack is helps to introduce children to the written word and further supports their sense of belonging.

The childminder has a very good understanding of how to promote the health and safety of the children in her care. She encourages children to help to plan a healthy menu and plans activities to further support their understanding of healthy foods. For example, children have made 'fruit passports' these include information about a variety of different fruits and photos of the children trying these alongside comments children have made about them. This helps children to learn about different textures, exotic fruits from around the world and healthy choices. They have regular opportunities for fresh air and exercise, including, walks to school and to the park and going to play groups where they can enjoy

lots of space to move around and use large play equipment. Such activities also provide children with good opportunities to socialise with their peers. This, along with talking about the school and the teachers, helps to prepare children for making the transition to school. Children have good opportunities to learn about keeping themselves safe, for example, they practise fire drills and confidently explain, that they must 'look left and right' before crossing the road.

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

The childminder organises her setting very well. She has a good understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage and has good systems in place to assess children's progress. The childminder reflects well on her own practice, and is committed to attending regular training to enhance her own practice, including the revised Early Years Foundation Stage. She has made good use of the self-evaluation form to highlight areas for further development, and gathers feedback from parents in the form of questionnaires, and children. This further supports her effective monitoring of her care and enhances her setting. All recommendations from the previous inspection have been met, for example, she has improved her resources and activities to help children learn about different cultures and diversity. This demonstrates a positive attitude towards continuous improvement.

Children are safeguarded and well protected in the setting because the childminder knows what to do if she has any concerns about a child. She has undertaken safeguarding training and has a good knowledge of child protection procedures and all the relevant contact numbers. Risk assessments, daily checks and a wide range of appropriate safety equipment, such as stair gates and cupboard locks ensure that risks to children are minimised. Partnerships with parents are well established. Parents are extremely happy with the childminder, saying her setting is 'pretty close to perfection' and that their children have settled 'better than I ever thought possible'. Settling-in sessions are in place and the information the childminder collects from parents at the start ensures children's individual needs are met. Parents receive informative information packs which include all relevant policies and procedures. This is combined with a wealth of displayed information, such as, training certificates, public liability insurance and the childminder's certificate of registration. This means that parents are well informed about the service she provides. However, although the childminder has started to share some information verbally with other providers of the Early Years Foundation Stage, these procedures are not fully developed, especially with local schools. This means that some information about what children know and can do may not be shared to ensure continuity of care for such 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
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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. 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	EY391806
Local authority	North Yorkshire
Inspection number	879136
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 17
Total number of places	2
Number of children on roll	11
Name of provider	
Date of previous inspection	29/10/2009
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 that are usually their 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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