

Inspection date	10/11/2014
Previous inspection date	10/02/2010

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 and her assistant skilfully incorporate teaching into children's play and explorations. As a result, children are keen and interested learners and make good progress.
- The childminder is a good role model and understands how to promote the safety and welfare of the children in her care. She leads and manages behaviour well in the setting so that children are safe, secure and happy in their environment.
- Partnerships with parents are good. There is regular and effective communication between parents and their key person. As a result, positive relationships are developed and children form secure attachments and this very effectively promotes their emotional well-being.
- The childminder and her assistant place a high priority on children's safety. They know what action to take if they are concerned that a child may be at risk of abuse or neglect. This means that children are well protected and can play and learn in a safe environment.

It is not yet outstanding because

- The childminder does not always maximise opportunities for younger children to follow and explore their own ideas.
- The childminder does not always extend opportunities for more able children to independently get their own drink.

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 had a tour of the areas of the property used for childcare.
- The inspector spoke to children and observed play and learning activities inside and outside. She also completed a joint observation with the childminder.
- The inspector spoke with the childminder and the assistant at appropriate times throughout the inspection.
- The inspector looked at documents, including a selection of policies, the self-evaluation, children's assessments records and checked evidence of the suitability of the childminder and her assistant and other adults in the household.
- The inspector took into account the views of parents through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 2009. The childminding provision is known as 'Manor Farm West'. The childminder works at the home of her mother and works with another registered childminder and with assistants each day. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a childcare qualification at level 3. The property is located within the rural village of Nordham, close to North Cave, in the East Riding of Yorkshire. The whole of the ground floor of the home is used for childminding. There is an enclosed garden available for outdoor play. A dog, poultry and fish are kept as pets. The childminder visits the nearby pre-school, shops and parks on a regular basis. She is able to collect children from the local schools and pre-schools. The childminding provision operates all year round, Monday to Friday, from 7am to 6pm, with the exception of bank holidays. There are currently 15 children on roll, of whom 11 are in the early years age group who attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- maximise opportunities for younger children to follow and explore their own ideas, by giving them more time to play with their chosen activity
- enhance the opportunities for more able children to further promote their independence, for example, by enabling them to get their own drink.

Inspection judgements

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

The childminder and her assistant provide children with a good range of resources and stimulating activities that cover the seven areas of learning. The quality of teaching is consistently good. Children show a keen interest in the poultry while playing outside. The childminder and her assistant skilfully weave this interest through a wide range of interesting activities that help children learn across all areas of development. For example, young children accurately count the eggs collected and remember poultry names. This means children gain an understanding of the world and their mathematical skills are effectively promoted. As a result, children make good progress and are keen and interested learners. The childminder has an efficient system in place for assessing and sharing children's progress. Regular observations, learning journey sheets, quarterly

reviews and tracker books monitor children's learning and assess the progress they make. These demonstrate children engage in various activities and learning experiences and that they are working comfortably within their expected age range. These are regularly shared with parents. As a result, children gain the skills required for their future learning and their readiness for school.

Children's communication skills are effectively promoted because the childminder and her assistant spend time positively interacting with them and skilfully encouraging the development of their vocabulary and language skills. For example, a familiar story prompts children to respond with relevant actions and well-known refrains. Children's individual design skills are supported as the childminder provides many opportunities for them to build and construct. Children discuss what they are making and talk about past events and their own experiences. This means they express themselves successfully and they give their attention to what people say and give good explanations of their ideas. The childminder gives high praise to children for their teamwork. This helps children to learn to work together and gain confidence in their abilities, inspiring their personal, social and emotional development. The childminder and her assistant actively support children's physical development in both the home and outdoors. Children confidently move around poultry cages collecting eggs and lifting hatches to look inside. They also wiggle and move to the music and listen to sounds they make as they use instruments. This enhances children's coordination skills and control of their movements. However, the childminder occasionally does not give enough time for children to complete tasks before re-directing them to new tasks. Consequently, children's thinking is interrupted and they are not able to fully explore their ideas through play.

Partnerships with parents are good. The childminder and her assistant have established good relationships and consequently, parents feel secure that their children are settled, happy and safe in their care. Parents are encouraged to have visits to the setting before their children start, which helps children to settle. The childminder gathers information from parents when children start, about their interests and care routines. There is regular and effective communication between parents and their key person. For example, a daily diary ensures that parents are kept informed of their children's experiences. Parents have access to their child's learning journal, which keeps them informed of their progress. Also, they are actively encouraged to talk and comment on their children's achievements or any concerns. These strategies successfully keep parents informed and able to extend their children's learning away from the setting.

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

The childminder and her assistant are good role models for children. They provide a warm, caring atmosphere and children have developed secure attachments with them. This has a positive impact on their emotional well-being and inspires children to move around their environment with confidence. The childminder offers a good range of resources that cover all seven areas of learning. Resources are stored appropriately and are easily accessible, which means children can make independent choices in their play. For example, children investigate boxes of toys together and show each other the item

they have found. They communicate and share their thoughts through sounds and actions. This means they use their imagination to communicate with others. Children's work is displayed for parents, which gives children a sense of belonging and pride. The childminder leads and manages behaviour well. Children understand what is expected because adults make expectations clear and model sharing and promote taking turns. Consistent praise and encouragement throughout the children's activities and experiences promotes good behaviour and develops children's self-esteem. As a result, children play cooperatively and develop positive relationships. They talk and play with adults and their peers very well.

The childminder supports children to lead a healthy lifestyle. Snacks are healthy and children bring their packed lunch from home. The childminder and her assistant give appropriate support to them as they eat and promote healthy eating. They also provide a hot home-cooked meal if parents wish. Children are supported to develop skills to manage their own personal needs relative to their age. For example, older children are encouraged to take off their own coats and hang them on their peg. Children are assisted to use hand sanitising gel outside after handling the eggs. However, more able children are not always facilitated to get their own drink independently. Children learn about keeping safe during routine activities, such as fire drills and going outside. Younger children are helped as the assistant offers her hand as support, as they come down the step in the outdoor area, so that they do not fall. As a result, children are developing a clear awareness of their own safety and that of others. The children enjoy outdoor play and are encouraged to get themselves ready by finding their coat and boots. They enthusiastically join in with action songs and therefore gain a good understanding of the importance of physical exercise.

Parents provide information when children start in the setting and this is constantly reviewed and updated. This supports a smooth move from home into the setting and helps children to settle. The childminder and her assistant work very well with the local pre-school and school. Information is shared effectively as they have arrangements in place to share children's transition documents and learning and development reviews. This ensures continuity in the children's learning and helps them to acquire the skills required for the next stage in their development. As a result, children are emotionally well prepared as they move on to a new setting.

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

The childminder and her assistant place a high priority on children's safety. The childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder and her assistant are knowledgeable about the possible indicators that a child may be at risk of abuse or neglect. They confidently discuss the correct procedures to follow if they have concerns about children in their care. This means they understand their role and responsibility in protecting children. This ensures that children's welfare is safeguarded and children are kept safe from harm. Parents are informed of policies and day-to-day procedures when their children start in the setting. Appropriate checks have been completed to establish the

suitability of all those living or working on the premises. The setting is very secure and access is gained through a buzzer and monitor. The childminder maintains a record of any visitors and their identification is checked. She ensures that children are always effectively supervised and visitors do not have unsupervised access to them. This helps to further protect children.

The learning and development requirements of the Early Years Foundation Stage are successfully met. The childminder monitors and evaluates the progress of children. She completes tracking sheets, which ensures she has a good understanding of children's overall learning and development. Key persons observe, assess and monitor children's progress from their starting points and note their individual next steps for development and learning. This information is used to plan enjoyable activities for children across all areas of learning. The childminder is always looking to improve the setting further. The childminder works with her co-childminder and assistant and has completed detailed self-evaluations of the provision and has identified clear strengths and areas for improvement. They attend regular local authority training and the assistant has commenced a level 3 childcare course. They hold weekly staff meetings to discuss children's learning and development. The childminder also uses this time to talk about assistants' practice and any areas of concern. This means the childminder fosters a culture of mutual support and teamwork. Feedback is gathered from parents and children through discussion, letters and questionnaires, which the childminder uses to make changes. For example, hot meals have been requested by parents and a varied menu has been put into place. Since her last inspection, the childminder has developed comprehensive risk assessments. These cover all areas that children have access to, as well as every aspect of all outings they are taken on. This demonstrates the childminder and her assistant share a commitment to their professional development and to maintaining continuous improvement.

The childminder and her assistant meet children's needs well because they work closely with the parents. They take time to get to know the families and keep parents fully informed about their children's day by means of regular communication. The childminder offers regular newsletters, questionnaires, comment sheets and an informative website. She confidently discusses and understands the importance of working with other professionals, other early years settings and external agencies for the benefit of the children, if the need arises. She liaises with staff at local pre-schools and schools that children attend. Consequently, the childminder has a clear understanding of the importance of working with other agencies to support children to make good progress.

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	EY397055
Local authority	East Riding of Yorkshire
Inspection number	859845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	10/02/2010
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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