

Inspection date

10/09/2014

Previous inspection date

14/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
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

- Children play in a welcoming and safe environment where they are happy and settled. They move around the childminder's home confidently and independently and have easy access to a wide range of resources.
- Children are safeguarded and protected from harm, as the childminder demonstrates a clear understanding of the symptoms of abuse and the procedures to follow should she have a concern about a child in her care.
- Partnerships with parents are good. The childminder obtains a good range of information from parents prior to children starting in her care and keeps them well informed about their child's ongoing progress.

It is not yet good because

- The quality of teaching by the childminder and her assistant is variable. This means that although the children take part in a suitable range of activities, these do not always support the individual learning needs of the children.
- The childminder does not sufficiently analyse her observations of children's learning in order to accurately identify their next steps and ensure that planning and activities are fully based on each child's interests and provide a good level of challenge.
- Arrangements for the supervision of the childminder's assistant are not sufficient to identify weaknesses in practice and improve the quality of teaching.

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 premises and observed children playing.
- The inspector looked at children's learning journey records and a selection of policies and children's records.
The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided for the inspection.
- The inspector checked evidence of the childminder's qualifications and the suitability of adult household members.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child, who works as an assistant, in Richmond, North Yorkshire. The whole ground floor of the house, except for the kitchen, and the first floor bathroom and small bedroom are used for childminding. The family has two dogs and a bird. The childminder collects children from the local schools and nurseries. There are currently 14 children on roll, eight of whom are in the early years age range and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She also provides overnight care for two children.

What the setting needs to do to improve further

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

- make effective use of observations of children's learning by using the information gathered more accurately to identify their next steps, in order to inform future planning and ensure that activities meet children's learning needs
- improve knowledge and understanding of how children learn in order to enhance the overall quality of teaching
- implement effective systems for the supervision of staff to provide them with appropriate training, coaching and support, in order to ensure that they offer quality learning and development experiences for children.

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 suitable activities which cover all areas of learning. This helps children to make steady progress in their learning in preparation for starting school or nursery. The childminder carries out regular observations of children's learning, which she links to the areas of learning and the development bands. This helps her to suitably track the progress children are making. However, although the childminder identifies children's next steps in learning, these are, in the main, general and are not used fully to inform her planning. This means that activities are not sufficiently tailored to meet children's specific learning needs so that they make best progress.

The quality of teaching from the childminder and her assistant is variable. The

childminder's assistant supports babies to develop their communication and language skills and their awareness of themselves as he encourages them to find their nose and their eyes and to identify the corresponding parts of the body on dolls. The childminder and her assistant further support children's language as they introduce words, such as 'big' and 'small', into the children's play. However, the childminder and her assistant both lack a secure understanding of how children learn and the role they play in supporting children's learning. This results in planned activities which do not have clear learning intentions and which do not reflect the different ages and stages of development of the children. Consequently, some activities do not meet the children's needs and they quickly lose interest.

The childminder's home is child-centred and children have easy access to a wide range of resources which support progress across all seven areas of learning. Mathematical development is supported through everyday activities, for example, as the childminder counts buttons as children try to undo them. Children begin to develop their problem-solving skills through a wide range of appropriate toys. For example, they sit on the floor and build a train track with the childminder. However, at times the childminder jumps in too quickly to help the children and does not give them time to work it out for themselves in order to further support their problem-solving skills. The childminder works closely with parents from the start to share information about children's learning. She obtains information from parents about children's interests and what they can do. This enables her to accurately identify children's starting points in learning. Parents are kept informed about their children's achievements through daily conversations and diaries. The childminder also completes a learning journal and the progress check for children aged between two and three years, both of which are shared with parents. Parents are also able to take home story sacks, which the childminder has prepared. This enables parents to continue with their child's development at home and further involves them in their child's learning.

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

Children are happy and settled in the childminder's care. They enter her setting happily and smile and wave warmly to their friends on arrival. The childminder has a dedicated playroom and has a wide range of age-appropriate resources for children indoors and out. Children show they are confident in her care as they move around the space freely and make independent choices about what they would like to play with. In addition, the childminder displays a wide range of photographs of the children and their family and examples of their work. This helps children to feel secure and promotes a good sense of belonging in her care. Children are well prepared for the move to nursery or school as the childminder uses books and discussion to raise children's awareness of what will happen when they go to school. In addition, young children sometimes accompany older children as they walk to school. This helps to familiarise them with other local settings.

The childminder promotes children's physical well-being and ensures that they develop a good understanding of healthy lifestyles. She provides healthy meals and snacks and talks to the children about the importance of eating healthy so that they grow up to be fit and strong. Children learn about healthy lifestyles further as they help to plant and harvest

fresh vegetables from the garden. These are then used by the childminder when preparing meals. The childminder's home is clean and well maintained, and good standards of hygiene help to keep children healthy. Children enjoy daily opportunities for fresh air and exercise, playing in the garden or going for walks to the park. Children generally behave well in the childminder's care as she encourages them to share and she reinforces good manners, for example, saying 'please' and asking to leave the table.

Children have good opportunities to learn about keeping safe through planned activities, such as practising fire drills and road safety and through discussions with the childminder. For example, the childminder talks to them about the importance of being careful around hot food. She ensures that her space remains safe for children to play because she implements effective procedures, such as keeping external doors locked and using stair gates. In addition, children are well supervised through good staff deployment, and a wide range of regular checks are carried out of the childminder's home and equipment.

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

The childminder has a clear understanding of the safeguarding and welfare requirements. She has a detailed written safeguarding policy in place, which includes up-to-date information and relevant telephone numbers of who to contact should she have a concern about a child in her care. All legally required documentation is in place and up to date. This includes children's details and accident and medication records. All adults within the home have had the required Disclosure and Barring Service checks, and the childminder keeps a clear record of all visitors to her home. The childminder and her assistant both hold a current first-aid certificate. This means that any accidents can be dealt with quickly and appropriately. This helps to keep children safe and secure when in her care.

The childminder has developing systems in place to monitor the educational programme and learning and development of each child. However, the use of observations, assessments and effective teaching strategies require improvement so that activities are always precisely matched to children's learning needs and interests, in order that they make best progress. The childminder and her assistant talk on a daily basis about any concerns they may have or activities they have planned. In addition, the childminder's assistant is currently studying for an early years qualification at level 3, in order to develop his understanding of good quality childcare. However, the childminder has not implemented effective systems to supervise her assistant in order to ensure that he receives appropriate coaching and support, and to address any issues in his performance and his understanding of good quality teaching. The childminder has recently completed the Ofsted self-evaluation form, which includes feedback from parents through completed questionnaires. As a result, she has a suitable understanding of her areas for development. The childminder has also completed some relevant training, including play with children. This has resulted in her improving the range of resources available. The childminder has addressed the recommendations raised at the previous inspection, including providing further resources to support children's awareness of diversity and developing her safeguarding policy. This demonstrates a sound attitude towards continuous improvement.

The childminder has developed close relationships with parents, who speak positively about the care and learning she provides. She displays a wide range of useful information, including her certificate of registration, first-aid certificates and complaints information. She also sends home regular newsletters to parents about what she is doing and any important news. This means that parents are well informed about the service she provides. The childminder understands the importance of working closely with other providers of the Early Years Foundation Stage to promote continuity of learning and care for children who attend more than one setting. She is currently developing systems to do this for children who have very recently started to attend local nurseries.

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	EY419219
Local authority	North Yorkshire
Inspection number	879974
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	14/07/2011
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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