

Inspection date	16/06/2014
Previous inspection date	30/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 childminder has a secure knowledge of the individual needs and interests of the children in his care. As a result, he plans and provides appropriate and interesting activities across the seven areas of learning.
- Safeguarding of children is good. Policies and procedures are up-to-date and implemented well and the childminder has a secure knowledge of the signs of possible child abuse. Consequently, children are protected and kept safe.
- Partnerships with parents are strong with clear information sharing about children's welfare and care needs. This enables the childminder to tailor the care and routines he provides each day. Consequently, children's well-being is effectively supported.
- Children relate well to the caring nature of the childminder and they settle quickly and form secure attachments with him. This enables them to be happy and confident in their surroundings.

It is not yet outstanding because

- There is further scope to extend the good partnership working with parents and other childcare providers to maximise a shared approach and continuity in children's learning.
- There is room to further enhance the way children are able to share with the childminder how they are feeling and begin to manage their own behaviour.

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 spoke to the childminder and the children at appropriate times throughout the inspection and observed them engaged in activities in the designated play room.
- The inspector sampled a range of the childminder's documentation, including, children's online learning records, evidence of the suitability of all adults in the home, the childminder's qualifications, and his improvement action plans.
- The inspector discussed the joint observation with the childminder, which involved children drawing pictures of themselves.
- The inspector acknowledged the views of some of the parents through a range of written documentation which includes their comments.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2011 in on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his parents who are both registered assistants in a house in Sherburn-in-Elmet, situated between Leeds and Selby. The childminder uses a ground floor annexe consisting of two play rooms and bathroom facilities for childminding purposes. The childminder attends a toddler group and activities at the local children's centre. He visits the shops and parks on a regular basis. He collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. He operates a flexible service all year round from 6.30am to 8.30pm, 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 the ways in which children can let others know how they are feeling and begin to manage their own behaviour
- extend partnership working even further to ensure positive working relationships are in place with all parents and other early years providers children attend to maximise continuity in their learning.

Inspection judgements

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

Children are happy and comfortable in this welcoming family home. The childminder has made significant improvements since his last inspection. He now has a secure knowledge of the prime and specific areas of learning to effectively support children's development. The childminder has a good understanding of how to engage children in activities by capturing their individual interests and planning activities around these to support their learning. He has established a dedicated playroom for the children and he interacts well with them, promoting their confidence, independence and overall communication skills. Consequently, the quality of teaching and children's developmental progress is good and children are well-supported. Each child has their own learning and development on line record. This gives a detailed overview of their progress and includes planned next steps in learning. The information recorded is continuously shared with parents to keep them fully informed about their child's learning. There is however, further scope to maximise the involvement of some parents in supporting their children's learning at home to promote a fully collaborative and shared approach. The childminder makes sound use of the online tools available to support him in monitoring children's learning and development. He

places a strong focus on promoting learning in the prime areas and is able to clearly talk about the stage of learning each child is at. This ensures children have a firm knowledge base from which to build on, learn new skills and prepare them for their move onto school. The childminder has a good understanding of the assessment of children's learning. He uses appropriate tracking to ensure any gaps in development are identified and planned for. This includes the completion of the progress check between the age of two and three years.

The closeness of the relationship between the childminder and the children is reflected in the way they laugh and giggle together as they play. For example, as they take on the roles of a shop-keeper and customer. The childminder skilfully uses this activity to promote learning across all areas. Children's creative design skills are tested as they work with the childminder to add a scanner to the shop tills they have made. They draw on their own imaginations and past experiences to make the cash till. Together, they discuss which piece of box craft would be the best one to use and they work out how to attach the scanner to the till. Children decide that they should use sticky tape. They ask the childminder to hold the box in place for them so they can fasten it with the tape. Children then have fun as they scan the childminder's shopping. They make a beeping sound every time they pass an item along the scanner. The childminder supports children's counting and early problem solving skills as they use pretend money to pay for the shopping. With help from the childminder they begin to add and subtract small numbers. With his support they are able to work out how much change their customer needs when they pay for their shopping. The childminder understands the need to ask the children clear questions and give them time to think about and formulate an answer. This also supports their communication and language skills as they listen carefully to the childminder and use clear sentences in their response. When children are struggling the childminder gives appropriate prompts to enable children to give an answer. This raises their self-esteem as they are rewarded with praise for their efforts, supporting their emotional development well.

The childminder ensures there is a good balance of child-initiated and adult-led activities. He plans themes and topics for the children, such as road safety and my family and then enables the children to develop their own ideas within this theme. For example, children use a mirror to look at their own faces before drawing what they see. The childminder chats to them about what they are drawing and children explain they have a smiley mouth because they are happy. This further supports children's personal, social and emotional development as throughout their play they talk about their friends and families. For example, they know their parents are at work and their older siblings are at school. Children have good opportunities to develop their understanding of the world. Their early computer skills are well-supported as they skilfully use the childminder's laptop and hand held device. They enjoy games which require them to draw and name letters and others where they learn about sea creatures as they manoeuvre their fishing nets. Children develop their dexterity and their hand and eye coordination as they skilfully move the computer cursor to achieve their goal. This also supports their early literacy and writing skills as more able children say the letters in their name before clearly writing it on their pictures. Their understanding of nature is also supported as they plant and grow vegetables in the garden. They also grow peas and beans in glass jars. This enables them to clearly see and monitor the seeds as they grow. Children show they are fascinated by

this process. They look through the jar, talk about what they see and ask the childminder thoughtful questions. Children have fun and are well-supported by the childminder to learn and develop new skills. As a result, they become motivated and interested learners who are ready for the move on to nursery and school.

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

Children develop a strong bond with the childminder because his settling-in process enables them to become familiar with him and his home. The childminder gives children good individual attention, therefore, they feel safe and secure in his company. Children demonstrate close, trusting and warm affection towards him, wanting him to be involved in their play. The childminder obtains detailed information from parents about the children's care and welfare needs to ensure continuity of care. As a result, children's well-being is effectively supported.

The childminder provides children with a good range of interesting resources, which are safe and of good quality. Children make independent choices about their play and they are supported well by the childminder as they learn to take turns and share. The childminder has a secure understanding about promoting positive behaviour. He praises and encourages children as they play, boosting their self-esteem and confidence. There is however, scope to further enhance the way some children are able to share their feelings, to support them as they begin to manage their own behaviour. Children have some opportunities to socialise with other children as they attend child-orientated groups. They also accompany older children as they walk to school. This helps to familiarise younger children with other settings in preparation for their later moves on to nursery or school.

The childminder, with the support of his assistants, keeps the play rooms clean and well maintained. He uses good health and hygiene procedures which help to maintain children's health as they learn about their own personal hygiene needs. Children are provided with healthy fresh fruit throughout the day, along with freshly prepared main meals, at lunchtime and tea time. The childminder's assistant prepares most foods enabling the childminder to focus on children's play and learning. The children learn about healthy eating through opportunities to talk about the foods they eat and planting and growing their own vegetables. Children's physical development is promoted daily. They go for walks to the local shops and library, walk back and forth to school and visit the local parks. This also supports their health and well-being. Children are well-supported to learn how to keep themselves safe through clear instruction and activities with the childminder. This includes, practising road safety on outings and using this as a main theme in their play. Children see posters and road safety reminders around the playroom and talk about these with the childminder. They practise fire drills from the home so that children are clear about what to do in an emergency situation. The childminder's dedicated play room allows children plenty of space to move around freely and safely.

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

The childminder has made significant improvements to his childminding service since the last inspection. He now has a secure knowledge and understanding of the safeguarding and welfare requirements. He maintains all required documentation that helps support children's safety and welfare. The childminder is clear about his responsibility to safeguard children and knows what he must do if he has any concerns about a child's welfare. All adults living in the home have had suitability checks completed by Ofsted. A clear and detailed range of policies and procedures help ensure that parents also understand the duty of the childminder to protect children. The childminder completes risk assessments of the areas used by the children in the home. They are also in place for outings in the community and for children travelling in his car. This ensures children can play and learn in safe, secure environments. The childminder has his parents registered as assistants to his childminding practice. He ensures that they are clear about his daily routines and his policies and procedures. This enables them to work consistently together for the benefit of the children.

The childminder keeps parents well informed about the policies and procedures that underpin his childminding practice. This ensures that they fully understand the care their child will receive. He exchanges plenty of information with parents, so that they are clear about their children's daily activities and the progress they are making. He discusses and shares learning records both online and in paper copy. He has started to encourage parents to add their comments and share their children's experiences from home. However, this is in the early stages of development and there is room for this practice to be enhanced with some parents. The childminder cares for children who also attend other early years settings. He has started to make some sound links with these providers in order to share information about children. However, there is room to enhance current practices in order to further promote a collaborative approach to children's learning between all settings.

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, the childminder has developed a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. He is now monitoring his provision and children's learning, through an effective use of support tools. This enables him to identify any gaps in children's learning that need further support. The childminder has introduced some effective strategies to monitor and improve the quality of his provision. He has worked hard, developing the use of an online system for children's learning journeys. This includes him spending time in other childcare settings where it is working well, to enable him to effectively implement this into his own provision. He has also worked closely with the local authority, other childcare providers and devised his own action plans. As a result, the childminder has made significant developments in his practice and the quality of care provided to the children. For example, he is secure in his ability to safeguard children, including recognising and acting on the signs of abuse. His knowledge of the learning and development requirements is greatly improved and he is now able to support and promote children's ongoing learning and development. The childminder has fully involved his assistants in the development of his service and his practice, ensuring there is consistency in working. The childminder continues to reflect on his practice, so that he can further review and improve the learning opportunities he offers to children. The actions raised at the last inspection have been met, which has greatly improved children's welfare, safety and educational development. The childminder shows

a positive approach to continually improving the service that he provides. He has completed some training courses to strengthen his knowledge, for example, safeguarding children.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY425034
Local authority	North Yorkshire
Inspection number	954521
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	30/08/2013
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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