

Inspection date	20/11/2014
Previous inspection date	22/05/2012

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

- The childminder promotes children's emotional well-being very well so they have a strong sense of belonging. As a result, children are happy, settled and they make good progress in their learning and development.
- Teaching is good. The childminder provides a good range of activities that stimulate and engage children in their play. Consequently, children are motivated to explore, learn and develop.
- The childminder forges strong relationships with parents from the moment children start. She regularly seeks their views and values their contributions, so they can work in unison to support children's well-being, learning and development.
- Children are safeguarded well because the childminder has a strong understanding of her role and responsibility in protecting children from harm.

It is not yet outstanding because

- The childminder has not fully explored all opportunities to support young children to make informed choices about their play and promote their growing awareness that print carries meaning.
- Opportunities for children to freely access a wide range of books to support their interest in stories and emerging language and literacy skills have not been fully extended.

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 with the childminder.
The inspector talked to the childminder and the children at appropriate times
- throughout the inspection, she also discussed the joint observation with the childminder.
The inspector sampled a range of the childminder's documentation, including children's learning records, evidence of the suitability of all adults in the home, the childminder's qualifications, and her self-evaluation document.
- The inspector observed the childminder and children engaged in activities in the dedicated playroom.
- The inspector acknowledged the views of parents, through written references.

Inspector

Lindsay Dobson

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in North Duffield on the outskirts of Selby. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis. The childminder collects children from local schools and pre-schools. There are currently 15 children on roll, three 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 5pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- support children's growing independence and awareness that print carries meaning, for example, by labelling storage boxes with words and pictures to enable children to make more informed choices about their play
- extend opportunities for children to freely access a wide range of books to support their interest in stories and emerging language and literacy skills.

Inspection judgements

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

The childminder has a good understanding of how young children learn and develop. She skilfully uses information from parents collected at the start of the placement and her own observations of children to plan a challenging learning environment. As a result, children are making good progress across all areas of learning. The childminder encourages children to take part in a wide range of activities, but also gives them time and space to direct their own learning. Parents are involved in their child's learning by regularly contributing to their children's learning records, which they have access to at all times. The childminder verbally keeps parents informed of their children's development and progress on a daily basis. She also provides information on how they can support children's learning at home. As a result, parents are fully involved in supporting their children's progress. The childminder has high expectations of children as she completes regular observations and assessments. She effectively uses this information to recognise children's achievements, identify their next steps in learning and develop future planning. There are systems in place to track children's progress across their learning and development. These clearly show that children are working well within the typical range of

development expected for their age. The childminder also makes good use of the progress check for children between the ages of two and three years and shares this with parents. As a result, of the childminder's good quality teaching and effective monitoring of children's development, children are well prepared and have the key skills needed for the next stage in their learning. For example, they are ready for the move on to nursery and school.

The childminder supports children's emerging communication and language skills. She talks to children as they play and asks them open-ended questions to support their critical thinking. The childminder is skilled at allowing children time to think and formulate their responses. This enables them to share their thoughts and ideas, as well as develop their vocabulary. The childminder also sings many songs with children during the day. She uses songs and rhymes as another effective tool to help with their developing language skills. This results in confident children who join in with the familiar songs, rhymes and actions. Additionally, their skills in counting and simple calculations are promoted as they sing number rhymes. The childminder discusses how she involves the children in dedicated events, such as World Book Day. This is used to support their interest in stories and in particular the characters in the books. This is evidenced in children's learning records, as observations show the children's involvement. Additionally, they have drawn and coloured pictures of their favourite characters. However, during general play children do not have access to a wide range of books that they can independently select and look at. As a result, their enjoyment and interest in books is not fully extended to further support their communication, language and literacy development.

Children are busy during their time with the childminder and they can access a wide range of resources, which are age and stage appropriate. However, the storage boxes for resources are not labelled with words or pictures. Consequently, children are not fully supported to make informed choices about their play and their emerging interest in print is not totally promoted. The childminder ensures children of all ages are fully included in the activities she provides. She skilfully adapts activities as necessary to ensure there is good individual challenge in their play. Children eagerly engage in creative play and learning. They spend time moulding and shaping play dough with the support of the childminder, who helps them to roll out the dough. The childminder questions the children about the shapes they are making with the dough. The children happily tell her it is the shape of a man who is the farmer. Children continue with their shape making using animal cutters, which links to their current topic. For example, children tell the childminder they have made cow and horses. The childminder extends children's play further by suggesting additional resources. For example, she introduces farmyard pens for them to put their animals in and vehicles, such as a tractor and trailer. This enables children to develop their imaginative play and concentration as they become deeply involved in their activity. Additional questioning from the childminder includes questions that support children's understanding of colours and mathematical concepts. Together, they talk about the colour of the dough and how thick and thin the rolled out dough has become. Consequently, children's all round development is supported through fun and interesting play opportunities.

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

The childminder works closely with parents, to sensitively settle children into her care. She has meaningful initial discussions with parents about the needs of their children and their expectations of her service. The childminder uses this information and her own observations, to help her understand each child's capabilities, likes, dislikes and routines. The childminder gets to know children well, enabling her to support their individual needs. She is warm, caring and affectionate towards the children and they develop secure and trusting relationships with her, which supports their emotional well-being. Children clearly feel happy and comfortable with the childminder. They confidently express their needs to her, for example, children approach the childminder for a cuddle when they are tired. Their individual needs are quickly and gently addressed, which supports their emotional well-being.

The childminder is fully committed to developing children's personal, social and emotional skills and recognises their achievements with positive reinforcement and praise. For example, she tells them, 'well done' as they behave well or complete a task. The childminder encourages children to be polite and respectful to each other, reminding them to value each other and treat each other kindly. As a result, children have high levels of self-esteem. The childminder supports children well, preparing them for the next stage in their development and learning. She communicates with parents to ensure a smooth move to her home through a phased settling-in period. The childminder talks about her provision to parents, so that they are clear about the daily routines and planning she undertakes for children's development and learning. She discusses preparations for moves to other settings, including the move to school, with parents. Children go with the childminder to school to collect older children, so that they are familiar with the routine and understand what to expect in readiness for the next stage in their development at school. Consequently, they are emotionally well prepared for this change in their lives.

Healthy lifestyles are successfully promoted because the childminder ensures that children receive regular outdoor activities that promote exercise, such as going to childcare groups, playing in the garden and exploring the local area. Children are developing a good understanding of the importance of eating healthy foods. This is because the childminder works closely with their parents who provide them with healthy food choices. Specific dietary needs are well known by the childminder. The childminder encourages children to wash their hands and she talks to them about why keeping their hands clean is important. Consequently, children learn about healthy lifestyles and hygiene. Children are cared for in a home, which is hygienically maintained and is risk assessed regularly. This ensures that children can safely explore the environment and resources. They learn about risks and how to manage them through daily routines and planned activities, such as emergency evacuation.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, she ensures that children are safe and feel secure. The childminder has a good knowledge and understanding of the procedures to follow to refer any child protection concerns. The childminder provides parents with copies of her policies and procedures, when their children start attending her setting. This ensures that parents are fully aware of her role and responsibilities to protect all children in her care. The childminder has attended safeguarding training and keeps her knowledge refreshed by liaising with the local authority support worker and other childminders in the local area. The childminder knows the different types of abuse, how to recognise the indicators of abuse and who to contact for professional advice and support. All adults living on the premises are checked to ascertain their suitability to be in contact with children. The childminder risk assesses her premises and resources regularly. She notes any hazards and minimises any risks promptly. The premises are secure because the childminder ensures doors and gates are locked. As a result, children are safeguarded well.

The childminder provides a stimulating, child-focused environment, where children enjoy their learning, grow in confidence and are well prepared for the next stage in their learning, as they move on to nursery or school. The childminder has developed a self-evaluation process for her practice and reflects on what she does well. She has identified some of her strengths and is assessing areas for improvement, so that her practice continues to develop. For example, she recognises she can further enhance the ways in which she shares assessment information with parents. The childminder shares her knowledge with other providers and accepts guidance and support given to her. As a result, the quality of teaching has been enhanced and children make consistently good progress. The childminder has fully addressed the action and recommendations from her last inspection. She has the required documentation in place enabling her to seek emergency medical advice or treatment for children. Additionally, self-evaluation has been enhanced and children's next steps more effectively used. As a result, children are well protected and they are supported well to make good progress in their learning and development.

The childminder establishes very open, trusting and positive partnerships with parents. She promotes regular exchanges of information with them, verbally and through daily diaries and children's learning records. This ensures that children's individual needs are met. Additionally, she asks parents to share their feedback concerning their children's learning and development and the quality of service she provides. As a result, parents feel valued and positively comment that they are very happy with the childminder's provision, and are confident that their children are well cared for and progressing very well. The childminder works well with other providers when children's care is shared. She exchanges regular feedback and information through a shared care diary. This enables all adults involved in the care of the children to be clear about their interests, learning and development, so that they can complement each other.

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	EY426484
Local authority	North Yorkshire
Inspection number	875841
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	22/05/2012
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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