

Inspection date

Previous inspection date

28/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good because the childminder has a good awareness of how young children learn. She uses play, planned activities and first hand experiences that engage children and build on their individual interests. This supports them to develop positive attitudes to learning.
- Children are cared for in a safe and secure home where risks are minimised and they are fully protected. They play freely and delight in the warm and caring relationship with the childminder. As a result, they are happy and secure in the home.
- Children are safe in the childminder's care as she has a good understanding of child protection and safeguarding. Daily detailed risk assessments mean that children are safe, both at the childminder's house and on outings.
- Partnership with parents is good as the childminder keeps them fully involved and informed about their child's experiences and learning. Therefore, a consistent approach to children's learning is effective.

It is not yet outstanding because

- There is scope to extend methods for gaining information from parents about their children's learning at home, so that learning can be extended when with the childminder.

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 with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector took into account the written views of parents about the care and learning their children receive.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged nine and four years, in a townhouse, in the Pocklington area of York. The whole of the ground floor and the lounge on the first floor is used for childminding. The childminder attends a toddler group and activities at the local children's centre.

She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- build on strategies so that parents are encouraged to contribute further to their child's learning journal.

Inspection judgements

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

Teaching is good because the childminder demonstrates a good knowledge of how children learn and uses this information to plan a wide range of interesting activities, which are matched to children's unique needs and interests. She carries out an initial assessment of children's development during their first few visits and completes a form that supports children's future learning and development. The childminder carries out regular observations of children's achievements that are kept in a learning journal and are supported by photographs. From this she notes the next steps for children's learning, which she includes in her weekly planning. An assessment sheet is completed regularly that shows how children are developing over time, in each of the areas of learning and development. The childminder writes a summary of children's development every three months. This effectively shows, at a glance, if there are any delays or gaps in children's learning that may need to be addressed and ensures that children are continually challenged in their development.

Children are very settled with the childminder. They stay close to her side during activities as they use her as a secure base from which to explore independently. When planning for activities, the childminder ensures that she covers the different areas of learning and during activities she adapts the activity to follow what children show they are interested in. For example, she follows children's current interest in feeding ducks at the park. She

introduces ducks into an activity where children learn to use their sense of touch by providing a tray of water for some toy ducks to go in. Children's physical skills are promoted as she encourages them to pour water from a jug into the tray. Number is introduced into the activity to teach children about counting up to five. The childminder sings a familiar rhyme and names the colours of the ducks to raise children's awareness. The childminder promotes children's developing communication and language skills as she asks them what sounds the ducks make and children respond by saying 'quack, quack'. Children show their enjoyment of the activity as they become engrossed in their play, splashing their hands in the water and they enjoy putting the toy ducks in and out of a bag. The childminder ensures that books are freely available in the environment for children. Children show their appreciation as they choose which ones they would like to look at and sit on the childminder's knee. The childminder fully involves all children in looking at the book as she asks them about the pictures and makes the sounds for the snake in the story. This teaches children about how to handle the book and develops their early reading skills as they talk about the characters. The childminder helps children to learn about early information and technology. She provides a range of electronic toys, which children explore and learn about how they work. For example, children select a toy camera and understand that they need to press the buttons for it to make sounds. They chuckle with pleasure, when they are successful. The provision of a shape sorter teaches children about different shapes and how they match up to the holes that they need to put them in. Children show their familiarity with these resources as they repeatedly put the correct shape in the correct hole.

The childminder discusses children's routines with parents when they first start at the setting. Information is continuously exchanged between parents and the childminder on a daily basis by text, verbally and through the use of daily diaries. The childminder ensures parents are informed about children's routines, achievements and activities they have been involved in while in her care. Parents have access to their child's learning journal at any time and can take it home. However, methods to involve parents in contributing towards their children's learning and development through their child's journal are in the very early stages of being introduced. These inform the childminder about children's interests and achievements from home, so that she can include them in her planning for children's future development. In preparing children for the transition to school, the childminder ensures that children are confident in being around large groups of children. They attend toddler and music group sessions. This helps children to learn about the local community and refines and enhances their good social skills.

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

Children are very settled with this warm and caring childminder as she effectively promotes their emotional well-being, personal and social skills. Children are confident as a result of her caring approach and form secure attachments. Effective settling-in procedures are in place, where children come and visit before they start. The number of visits is based on individual children's needs. This means there is an effective transition from their home to the childminder's care as they become familiar with her as their key person. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a

good role model for children, treating them with respect and she places a strong emphasis on children learning to play alongside other children safely and sharing resources. Additionally, this helps children to understand there are rules to keep them safe and to teach them how to play harmoniously together. The childminder gives lots of praise during activities, which promotes children's self-esteem and well-being. Timely reminders from the childminder teach children about how to keep themselves safe. For example, she reminds children not to stand on the books as they might slip and fall.

The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are set out each day on the ground floor and children make their own choices about what they want to play with. This develops their independence. The childminder borrows further resources from the toy library and she involves children in choosing what they would like. This means that she can offer a wide variety to keep children stimulated and interested. Activities are planned both in the home and outside for children to develop their physical skills. Indoors, the childminder provides space for children to push toys up and down the hallway. Children access the back garden where they learn to climb and use equipment confidently as they go on the slide and use the ride-in car. The childminder sets up a tent or provides sheets, blankets and pegs so the children can create a den or picnic area. Regular outings are taken into the local environment, such as a hall with a large lake with fish. The childminder teaches children about the fish, ducks, plants and flowers. This helps children to become familiar with learn about features of their local environment. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. From an early age she teaches children about self-care skills. For example, after changing children's nappies she washes the children's and her own hands and encourages them to dry them for themselves. Young children become competent at feeding themselves at meal times through the childminder's encouragement. Healthy snacks and meals are provided and the childminder teaches children about taking care of animals and where different foods come from. They visit the allotment and feed the chickens and collect vegetables to use in cooking.

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

The childminder has a good level of understanding about her role and responsibilities, with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all the regulatory requirements, such as, keeping records of children's details and holding public liability insurance. A selection of policies outlines the procedures that she follows to keep children safe while in her care. The childminder ensures children are safeguarded effectively due to having a secure knowledge of the procedures to follow if she has concerns and she has completed several relevant safeguarding training courses. The home, garden and outings are risk assessed to make sure they are safe and to identify and prevent potential hazards.

The childminder demonstrates a secure understanding of the areas of learning and ensures her planning reflects children's needs and interests. There is a broad programme

of activities offered, which enables the children to make good progress. Clear assessments, matched to the requirements of the Early Years Foundation Stage, mean that the childminder knows where each child is in their stage of learning and where they need further support. She has a clear understanding and overview of the progress children make over time and talks with confidence about their individual strengths and weaknesses. The childminder ensures the children are provided with the best care and learning opportunities and strives to improve her practice. She has carried out a self-evaluation for her provision and practice and has highlighted priorities for improvement. For example, she has highlighted the need to encourage the children to plant seeds or bulbs, that they will then take responsibility for. This will teach children about how to take care of plants to help them grow. The childminder shows a strong commitment to continuing her professional development and frequently identifies and attends training courses. For example, recent courses have included observation, assessment and planning and keeping children safe.

The childminder meets children's needs well because she works closely with parents. For example, policies and procedures are shared with parents to ensure that they are clear about how the childminder's service operates. Written comments from parents suggest how much they value the childminder and are happy with the care and education she provides. They say 'I feel very happy with the care my children receive.' And 'The service has been great, friendly, relaxed, and flexible and made a big difference to my children'. The childminder is aware of liaising with local agencies and how children benefit from this collaborative working. All children are treated equally and benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. This positive experience helps children to move forward in their learning and develop skills for the future.

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. 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	EY447662
Local authority	East Riding of Yorkshire
Inspection number	894537
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

