

Inspection date

Previous inspection date

25/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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

- The childminder is warm and caring and provides a welcoming environment, giving children a sense of security and belonging, and supporting their emotional well-being.
- The childminder carries out suitable risk assessments for all areas of her home and outings. These are combined with daily checks and appropriate safety procedures which ensure that hazards to children are minimised.
- The childminder works with parents to find out all information on children's care needs, likes and dislikes so she can settle them in her care happily and quickly.
- The childminder is familiar with the signs and symptoms of abuse and the procedures to follow should she have a concern about a child in her care. This helps to safeguard children.

It is not yet good because

- The childminder does not closely monitor how well children are developing in their learning. This does not ensure children are supported to make the best possible progress.
- The childminder does not give children consistent messages about the importance of following good hygiene practices to further promote their understanding of how to keep healthy.
- Opportunities for children to further enhance their early literacy skills are not always recognised and maximised.

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, and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, toys and equipment.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability of the childminder and household members.
- The inspector took account of the views of parents provided in written form.

Inspector

Lindsey Pollock

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and her three children aged 15, seven, and two years. The whole of the ground floor and the first floor bathroom are used for childminding. There is a garden for outdoor play. The family has a dog. The childminder attends community groups. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently two children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, offering flexible hours, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve the systems to monitor children's development, to obtain an accurate assessment of each child's skills and abilities and use this information to plan challenging experiences that help them make the best possible progress.

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

- reinforce children's awareness of the importance of following good hygiene practices, by consistently using routines and explanations, to further their understanding of how to keep healthy
- enhance children's early literacy skills by, for example, making the environment rich in print, and providing labels and signs on resources and equipment.

Inspection judgements

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

Children are generally happy with the childminder and show they are making satisfactory progress with their learning and development overall. The childminder gathers some information from parents when children first attend, about what they like to do, so she can plan activities that she knows they will enjoy. She is developing ways of sharing information about children's learning with their parents so that both parties can work together to help children progress towards the early learning goals. She is beginning to

make her own observations of children's development, but as yet does not always use this information to assess children securely. Consequently, she is unable to ensure all activities challenge children and confidently clarify how she can move them forward in their learning. This means that children's progress is satisfactory rather than good, particularly regarding their preparation for starting school. The childminder is aware of the requirement to complete a progress check for children between the ages of two and three years when caring for children in this age range.

The childminder responds to children's interests and provides activities and resources that she knows will capture their attention. For example, when she sees how much they enjoy writing, she spends time with them helping them to trace around the letters of their name. They look at books together and the childminder reads stories out loud, helping children to develop good listening and attention skills. She points out words to them as she reads, to help them understand what a word is. However, she does not extend this learning, for example, by ensuring words are displayed in the environment so that children can learn that print carries meaning to further develop their early literacy skills. Resources are varied and stored in a way to help children develop independence as they choose what they want to play with.

The childminder occasionally takes children on outings to increase their social skills and their physical development. For example, she takes children to the park where they use a variety of equipment and play alongside other children. The childminder encourages children's communication skills as she talks to them as they play. She listens carefully to what they say, models speech and repeats words back to them so they hear the correct pronunciation. This is helping children to be more confident to start conversations and use language as a way to share their feelings, experiences and thoughts.

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

The childminder welcomes children into her home and they settle well. She gathers some information from parents about children's individual needs in order to settle the children in. As a result, children make a smooth move between home and her care show they feel emotionally safe and secure. The childminder is kind and caring and respects children as individuals. She recognises that some children are less confident and sensitively engages with them to help build their self-esteem. She gives them lots of praise and shares in their pleasure when they do something for themselves, such as managing their personal needs, showing children their efforts are valued.

Children begin to learn how to keep themselves safe through instruction from, and activities with, the childminder. This includes practising road safety on walks and talking about the risks from strangers. She reminds them about how to use equipment safely, such as slides, and explains the consequences if they climb up the chute rather than using the steps. The childminder has developmentally-appropriate expectations for good behaviour. She gets down to children's level when speaking to them, explains things to them and respects their choices. She encourages children to take turns by planning group activities where they share resources. This helps them to learn how to play cooperatively

in readiness for when they start school.

All childminding areas are kept clean to help reduce the risk of cross-infection. The childminder teaches children about the importance of hand washing throughout daily routines, such as meal and toilet times. However, during a baking activity she does not reinforce this learning of good hygiene practice. For instance, she does not explain to children why they must not lick the spoon then put it back in the mixing bowl. Satisfactory provision is made for children to exercise and enjoy the fresh air. The childminder takes children out for walks in the local environment and trips to the park as well as providing activities in the garden. Any meals and snacks provided are nutritious. This further promotes children's health.

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

The childminder has a sound understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure understanding of her responsibility to keep children safe from harm. Detailed written policies and procedures are in place for her to refer to, should she have concerns about a child, so that she can take prompt, effective action to safeguard children. All adults in the home have undergone relevant checks on their suitability to minimise risks to children. The childminder undertakes effective risk assessments of her home and outings. She takes action to avoid potential hazards, which enables children to play safely. Documentation, required for the safe and efficient management of the setting, is in place and kept in an organised manner. This further helps to safeguard children. The childminder has a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. However, the systems to monitor children's development are not sufficiently robust to ensure they help the childminder to identify how she can plan and support children to make the best possible progress.

The childminder is keen to improve childminding provision and aspires to provide good quality childcare. She evaluates her provision and takes parents' feedback into consideration. She is clear about her strengths and has identified herself that she needs to continue to increase her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has formulated an action plan to do this and is seeking guidance from her local authority adviser. This demonstrates a capacity and a willingness to improve.

Satisfactory partnerships are in place with parents. The childminder verbally shares information about the children's welfare and care on a daily basis. The childminder successfully shares information with other providers of the Early Years Foundation Stage and this helps to support children's on going learning and development.

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	EY452335
Local authority	North Yorkshire
Inspection number	967224
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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