

<b>Inspection date</b>	01/02/2013
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		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 is satisfactory**

- The childminder provides children with a welcoming environment where toys and resources are accessible and well organised to help children with their individual choice of play materials.
- The childminder is helpful and supports parents with advice and guidance about childcare issues that include child development, diet and potty training.
- Children form close bonds with the childminder, which helps them feel safe and secure and contributes towards the progress they make.

#### **It is not yet good because**

- The childminder is not completely confident in how she uses the information of what she knows about each child from observation and assessment to effectively guide her planning.
- Opportunities to involve parents in supporting and continuing children's learning at home are not regular enough.
- Exploratory and investigative activities, particularly in the setting's outdoor learning environment, are limited.
- Ways in which parents contribute to the childminder's assessment of her provision are not fully effective to give her a clear picture of their views and opinions and assist in her decision making for future improvement.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 during the inspection and observed the childminder implement an activity aimed at helping develop children's language and communication skills.
- The inspector looked at records of children's progress and development, evidence of planning, observation and assessment and a sample of records, policies and procedures.
- The inspector looked at the childminder's written record of self-evaluation and the questionnaire she gives to parents to find out their views and opinions of the service she provides.
- The inspector looked at the majority of toys and equipment provided for children and the areas where their care and learning takes place.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six and eight years in the Acomb area of York. The whole ground floor of the house and the rear garden are used for childminding.

The childminder attends local playgroups, including those organised as part of the children's centre outreach provision. She visits the shops and park on a regular basis. She takes and collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round every weekday, with the exception of Thursday.

### What the setting needs to do to improve further

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

- improve how information gained from observation and assessment guides planning and shapes challenging experiences for each individual child, to help them make progress
- ensure parents more involved in their children's learning by encouraging them to share information to ensure consistent learning and development at home and in the setting.

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

- build on self-evaluation by extending how the views of parents and children are included to further assist in identifying areas for improvement
- develop use of the outdoor learning environment to provide children with opportunities to explore and investigate the natural world and learn through their senses.

### Inspection judgements

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

Children make steady progress in their learning and development because the childminder teaches them through play and a variety of learning experiences. Activities take place at different venues, including local playgroups linked to a children's centre and a family room within the local school. This means children benefit from socialising with others and accessing an extended range of activities, toys and resources. It also helps prepare them for future learning, such as in other settings or school.

The childminder ensures that any child who may need extra support is provided with some activities that are focused to help practise and refine skills, including speech and language development. Children's progress is regularly monitored and assessed. However, the information gained is not consistently used to ensure all children's individual learning targets guide her planning. The childminder is confident in what she knows about each child and this is reflected in the progress checks she has recently completed for children between the ages two and three years. She has focused on children's acquisition of communication, language, personal, social, emotional and physical skills. Records of children's progress are shared with parents, although there are limited opportunities for sharing information for them to enhance children's learning and development consistently while in her care and at home.

The childminder provides a balance of activities between those that she personally chooses to lead and those chosen by children. Some children have strong preferences and they can access favourite toys and activities independently and as they wish. The childminder understands about making regular attempts to sensitively encourage children to take part in a varied range of experiences.

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

Children behave well; they feel safe and content at the setting because the childminder builds warm and caring relationships with them. Some children have attended since being babies, so the childminder knows them well and forms trusting relationships with them and their parents. She offers settling-in sessions to new children helping them adjust to her care setting. This also provides opportunities for parents to exchange information about their child, helping the childminder get to know children quickly and respond to their individual needs. Relationships with parents are generally good and some seek the childminder's support and guidance regarding a number of parenting issues, such as child development, potty training and healthy eating. This shows they trust the childminder's opinion and expertise, and it benefits children by their carers working closely together. The childminder works closely with parents regarding providing healthy options in lunch boxes for children learn about healthy eating. Children learn generally appropriate ways to manage their personal needs, such as being reminded to wash their hands after using the toilet or blowing their nose.

The environment that children use is very well organised and space is used well. A designated corner of the dining area in the kitchen is used to create a well resourced,

attractive and welcoming play space for children. Toys, books and games are stored in low drawers and transparent containers which are clearly labelled to help children identify their contents. The range of equipment is broad and sometimes equipment is borrowed from the toy library enhancing the variety provided. This helps children learn, practise and refine many skills in preparation for school.

Walks within the community regularly take place helping children benefit from fresh air and exercise. Large play equipment is available for children to use outdoors for physical development, allowing them to learn to take risks. However, their learning outside with emphasis on exploration and investigation in the natural environment to develop their senses is limited.

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

Children are kept safe because the childminder understands the safeguarding and welfare requirements of the Early Years Foundations Stage. She has taken part in safeguarding training and knows the action to take if she has any concerns regarding a child's well-being or welfare. The childminder is able to recognise the signs that a child may be at risk. She has written risk assessments in place, including involving children in practising the evacuation procedure of the setting so they know what to do in an emergency.

Monitoring of the educational programme and planning are not sufficiently specific to rigorously identify children's needs. Planning is done in advance, is too general and does not sufficiently focus on the individual children present. It is linked to some of the areas of learning but not to development bands to double check the childminder's knowledge and ensure children are progressing sufficiently and that any gaps in learning are identified.

The childminder works in partnership with parents more effectively with regard to care routines than learning and development progress. The childminder has included parents in assessing the service she provides with the aim of helping her identify plans for future improvement. The questionnaire she provides is not fully effective in extracting useful written comments from parents. This reduces the information she is seeking to help her plan for future improvements of her provision. The childminder regularly meets with other childminders and care providers to enable her to network and discuss professional practice. She understands her strengths and can identify areas for improvement. The plans she discussed during the inspection for professional development show ambition and drive that contribute towards improving children's future 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

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY372230
<b>Local authority</b>	York
<b>Inspection number</b>	821297

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	

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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 that are usually their 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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