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| Inspection date | 03/04/2013 |
| Previous inspection date | Not Applicable |

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| 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

- Children are happy, settled and keen to try new things.
- The childminder has high expectations for the children and provides a very good range of learning opportunities to support their development. She monitors their achievements effectively to ensure they are within the expected level of development.
- The childminder has already built strong relationships with parents. They keep each other informed about the children's welfare and regularly discuss the children's progress.

It is not yet outstanding because

- The childminder does not fully use the garden area to promote children's understanding of the natural world and healthy eating, for example by enabling them to grow flowers and vegetables.

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 discussed the childminder's policies and procedures and written risk assessments, which ensure the safe and efficient management of the setting.
- The inspector toured the premises and the outside area.
- The inspector discussed planning, monitoring and assessment procedures and children's records.
- The inspector made observations of the children at play, the activities they were enjoying and their interaction with the childminder and their peers.
- The inspector took account of the views of parents and children through discussion and in writing.

Inspector

Rosemary Beyer

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 parents and sister in a house in Cawood in North Yorkshire. She works with a co-childminder three days a week. The barn and the rear garden are used for childminding. The family has two dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 23 children on roll, 12 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 6pm, 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:

- promote children's understanding of the world and their physical development further, for example by using the garden to grow flowers and vegetables which they can sow, harvest and then eat.

Inspection judgements

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

Children are happy, settled and keen to try new things. They are curious, are developing independence and have very good relationships with the childminder. She has high expectations for each child and provides a very good range of learning opportunities to support their development. She monitors their development effectively to ensure that they are showing typical development for their age.

The childminder organises the premises very well to enable children to access resources freely. Children have use of the ground floor of the barn, including a messy play area, a comfortable book area and tables for games and making marks. They use the garden when they wish to use the large equipment or run around. The childminder plans activities to encourage children to learn. She is aware of their individual needs and provides activities planned to promote new skills. For example, younger children are keen to copy

older ones when using the outside space, kicking balls and looking at the flowers. The children are developing confidence in their abilities and developing skills for the future.

The childminder provides a good range of activities which enables the children to make good progress across all seven areas of learning. Activities are appropriate to their development needs, providing challenge and interest. The childminder observes the children closely to ensure she is aware what they can do, identifies their next steps and then plans activities to promote their development. The observations enable her to highlight any concerns or special achievements.

The childminder consistently engages children in conversation to help them link words with actions and different toys. She is also keen to enable babies to communicate by introducing some sign language for those who are non-verbal. She has attended training to enable her to introduce signs for all children and has contact details to obtain support from speech therapists if there are concerns about children's communication skills.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage, rooted in a secure knowledge of how children learn. She makes accurate observations of the children from when they start to attend her setting and includes initial parental observations in children's learning journeys. She then supports their learning and development very effectively. Parents look at the development files regularly and are fully aware of their children's achievements. The childminder links observations to the seven areas of learning, highlighting the next steps to promote children's development. She tracks them to show how quickly the children are making progress. Daily activities are noted in the children's diaries and displayed for parents to see so they can extend their children's learning at home. The development files ensure the teachers have reliable information when children start to attend school or nursery. They move confidently into the school as they are capable, independent, keen to learn and enjoy new situations.

Children's physical development is fostered well by the use of the outside space, where they use a wide range of toys and equipment to build their strength and promote their balance. There are opportunities to identify birds and insects in the garden. The children have not yet started to grow plants in the vegetable plot. This means their understanding of the natural world and their awareness of healthy eating are not promoted as well as possible. Children enjoy the use of the local park and walks into the countryside for fresh air and exercise, while learning about the natural world and the local community. They feed the ducks regularly and are fascinated by two swans which appeared on the river.

All children are welcome in the childminder's setting, whatever their background or needs. Her inclusive practice ensures all children are valued as individuals and enabled to make best progress. She uses simple words in children's home languages to help them settle, then promotes their spoken English to prepare them for school or nursery. Festivals or celebrations are used to raise awareness of other cultures, countries and customs. Books and pictures show diversity, and the childminder encourages children to treat everyone with respect, whatever their differences.

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

Children enjoy a warm and close relationship with the childminder. They are settled and comfortable in her care, and confident and friendly when visitors arrive. They are happy to talk about what they are doing and what they like to do. The children enjoy stories and singing activities which help them develop attachment to the childminder and each other, while developing their confidence and well-being.

Children's behaviour shows they feel safe in the childminder's care. There are clear house rules in place, devised after discussion with the children. These are reinforced with patience by older children and the childminder. For example, the children remove their boots and shoes on entering the building to keep the carpets clean for babies to play, older children remind the others if they forget. They also learn to keep themselves safe by the way they use resources and good road safety practice when out in the community. The childminder provides a good role model for manners and consideration of others, encouraging children to be polite when they ask for their snack or drinks.

The childminder provides home-prepared food each day, with menus posted for parents to see. She willingly respects parents' wishes if they wish to send a packed lunch. Meals and snacks are well-balanced to promote healthy eating and drinks are available at all times. Children understand the importance of having a balanced diet to stay fit and well. The childminder takes account of any special diets and allergies and has undertaken training to support children who have serious allergic reactions. Children are also aware of the importance of good hygiene practice, washing their hands without reminding after personal care and before meals.

The childminder has very good partnerships with the local school and nursery which ensure consistency of care and a regular exchange of information about the children. She understands the importance of preparing children for their transition to nursery and school, for example by enabling them to become independent in their personal care and confident in new situations.

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

The childminder has a very good understanding of safeguarding and knows how to protect the children in her care. She has undertaken several training courses to raise her awareness of how to care for different children's needs and has a thorough knowledge of the local child protection procedures if she has concerns. Parents are made aware of her responsibility to protect all the children in her care.

Areas used by the children are well organised and they can move around the premises and outside space freely and safely. Risk assessments and daily safety checks ensure the premises are safe when children arrive. The childminder also ensures only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect children. The premises are secure and safety measures are in place to prevent children being injured in a fire. They practise the

emergency evacuation procedure regularly so they are familiar with the process.

The childminder is keen to provide the best quality care and learning for the children and works hard to improve her practice. She uses her training and previous experience to good effect when managing the provision and planning activities. She is confident about providing activities for the prime areas as a secure foundation before introducing the specific areas to widen children's knowledge.

The childminder has started to use self-evaluation to gauge the parents' and children's satisfaction with her service. Discussion with parents during the inspection and their completed questionnaires produce no suggestions for future improvements. They express great satisfaction with the care she provides and are confident their children are safe and happy. Children say they enjoy being with her, like the toys they can use and the food she gives them. The childminder has made changes in line with requests from older children for more space upstairs. She also has plans to develop the weather boxes outside with more resources to use under different weather conditions, such as streamers in the wind and buckets for the rain. Good partnership working is in place with parents to keep them informed about their child's welfare and development. Contact with the nursery children attend before they go to school full-time also ensures children have continuity of care and learning.

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 |
|-------|-----------|-------------|
|-------|-----------|-------------|

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|---------|--------------|---|
| 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 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 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

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| Unique reference number | EY452551 |
| Local authority | North Yorkshire |
| Inspection number | 884505 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 23 |
| 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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