

Inspection date	04/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 making good progress in their learning and development because the childminder is very attentive to their individual needs.
- Children's communication and language skills are developing very well because the childminder provides a wealth of opportunities for them to practise new vocabulary and experiment with sound.
- The childminder provides a warm, welcoming and stimulating environment. Consequently, children feel safe, secure and motivated to learn.
- The childminder clearly understands her role and responsibility to protect children in her care. As a result, children are safeguarded well.
- The childminder has clear plans to continuously drive improvement to support the already high quality of care and teaching children currently receive.

It is not yet outstanding because

- There is scope to enhance children's early literacy skills by providing further resources to allow children to experiment with making marks.

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 observed children in the living room and the kitchen area.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder throughout the inspection.
- A range of documents was inspected including observations, planning, photographs of events and daily diaries.
- The inspector checked evidence of the suitability of adults living on the premises, risk assessments, training certificates and policies and procedures.

Inspector

Laura Hoyland

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged four years in Ripon, North Yorkshire. The whole ground floor of the house and bathroom on the first floor are used for childminding purposes, and there is an enclosed area for outdoor play. The childminder regularly attends local toddler groups and visits the shops and park on a regular basis. The family has a pet dog.

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 from 8am 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:

- enhance children's early literacy skills by consistently providing a range of writing tools to allow them to experiment and make marks.

Inspection judgements

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

Children are making good progress in their learning and development because the childminder has a very good understanding of each child's individual needs. She regularly observes children during play and links observations to the seven areas of learning. The childminder is confident in discussing children's next steps and clearly identifies the progress they have made since they started in the setting. As a result, she is able to support them to make good progress in all areas of learning and development, and they are well prepared with the skills necessary for the next stage in their learning and for school.

Learning and development is actively shared with parents on a daily basis. For example, the childminder uses a daily diary to relay detailed information regarding the activities children have taken part in and their achievements. In addition, regular newsletters detail planned events, and daily conversations with parents are used to share children's interests at home and in the setting. This means parents are fully involved in their child's learning and development.

The childminder has a good understanding of how children learn and develop, and she gives them space and time to explore and experiment with a range of resources. For instance, children concentrate intently on building with bricks, and the childminder is able to discuss children's active learning. In addition, children are supported to develop their creative skills through adult-led activities, such as gluing and sticking with a range of collage materials. However, there is scope to extend children's learning and early literacy skills further by consistently providing resources and writing tools to allow children to experiment with making marks.

Children are learning skills that will support them well in the future. For example, their communication and language skills are developing very well because the childminder provides a range of opportunities for children to practise their speaking and listening skills. For example, children thoroughly enjoy listening to their favourite music and rhymes, which the childminder uses to introduce musical instruments and support children to explore a range of different sounds. Furthermore, she speaks clearly to children and encourages them to practise new words in a variety of ways. This includes using technology where children pretend to engage in conversations with their parents on the telephone.

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

Children are very happy and settled in the childminder's home. This is because she provides a warm, welcoming and stimulating environment where children feel safe and secure to explore and learn. Children are happy to move around the setting exploring resources, and know the childminder is close by to support them if needed. The childminder is aware that children are secure in her care because they are introduced to the setting gradually and supported by herself and their parents. She ensures she has a good knowledge and understanding of children's likes, dislikes and routines before they are left in her care. This means the childminder is able to care for children's individual needs very well. She writes children's daily routines in a diary, which is shared with parents each day. This means any changes in routines are communicated swiftly, ensuring children's needs are consistently well met between the setting and home.

Children are beginning to learn about leading healthy lifestyles because the childminder understands the importance of physical exercise and using the outdoors to enhance children's learning. For example, children regularly walk to feed the local ducks, take walks along the canal and visit a variety of parks to develop their physical skills. Children learn to take small risks in their play as they practise climbing steps in the park as well as learning how to negotiate climbing to sit on the furniture safely. In addition, children are learning how to eat healthily because they grow vegetables in the garden and harvest them to eat with the childminder's support. They are also given a varied menu of healthy and nutritious meals and snacks to support their understanding of eating.

Children behave very well in the childminder's care because she is kind and caring. She supports children to understand rules and boundaries, and shows them how to take small responsibilities. For example, she supports young children to put books away in a basket

once they have finished reading them. This means children are learning how to display the behaviour expected of them.

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

The childminder clearly understands her role and responsibility to keep children safe. She has completed safeguarding training and knows what to do and who to contact if she has any concerns about a child's welfare. All adults living in the property have been vetted to ensure they are suitable to work with children. In addition, the childminder has thoroughly risk assessed the premises and all outings to minimise any risks to children. Consequently, a high priority is given to safeguarding children.

The childminder has clear plans for continuously developing her setting. She has devised a personal development plan and is committed to attending relevant training courses to further develop the care and learning she is currently offering to children. The childminder discusses her service with parents and has a very good relationship with them. She listens to their views and, as a result, meets the needs of families very well.

The childminder has created strong relationships with other childcare professionals; she regularly meets with other local childminders and shares good practice. She is aware of who to contact should she need advice and support regarding any aspects of children's development. Through the childminder's good knowledge and understanding of each child's individual needs, she is able to monitor their progress and support them effectively to reach their potential.

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	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

Unique reference number	EY458338
Local authority	North Yorkshire
Inspection number	911856
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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