

Inspection date

12/02/2014

Previous inspection date

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 very good because the childminder fully understands how to promote children's learning and plans interesting experiences that capture their imagination. As a result, they learn new skills and make good progress in their development.
- Partnerships with parents are highly effective because the childminder supports them to actively contribute to their children's learning. They add to initial assessments and consistently add their observations and views to their children's folders.
- Children access their own choice of play from a well-organised and stimulating environment with a good range of easily accessible resources. The childminder is a positive role model, and consequently, children have ongoing opportunities to direct their own learning.
- The childminder is very well-organised and undertakes thorough observations, which are reflected in her planning. As a result, children make good progress in their learning and development from their starting points.

It is not yet outstanding because

- Children do not have consistent rich opportunities to explore information and communication technology equipment to increase their knowledge of operating and using these resources further in their experiences and play.
- There is scope to offer further resources that fully embrace similarities and differences in the world in order for children to learn about our diverse society.

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 activities in the main room and in the enclosed garden. The inspector also completed a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's learning and development folders. She also looked at the planning, children's assessments and progress reports.
The inspector looked at documentation that supports the safety of children, including evidence of the childminder's suitability and qualifications, the safeguarding policy and procedures, risk assessments and a selection of the childminder's policies.
- The inspector took account of the views of parents spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 2013. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and two children, age three years and 23 months. They live in the village of Walkington, in the East Riding of Yorkshire. The whole of the ground floor of the home is used for childminding. There is an enclosed garden available for outside play.

The childminder attends a local toddler group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder has an appropriate childcare qualification at level 3.

The childminder operates all year round from 8am to 6pm Monday to Wednesday, except for family and bank holidays. Children attend on a full and part-time basis. There are currently five children on roll, who attend for a variety of sessions. Of these, four are in the early years age group and one is a school-age child who attends before and after school. The childminder receives support from the local authority.

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 opportunities to explore and operate information and communication technology equipment, such as torches and magnifying glasses in activities and experiences
- increase the opportunities for children to learn about diversity, for example, by providing resources, such as posters and photographs that represent diverse backgrounds, similarities and differences.

Inspection judgements

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

The childminder is a qualified childcare practitioner. She has a secure knowledge and understanding of how children learn and develop. The quality of her teaching is good and occasionally outstanding. For example, as children play with rice, the childminder skilfully refers to the 'big', 'small' and 'tiny' pans they use during play. This promotes children's early awareness of mathematical language by comparing sizes. She extends this experience further by adding another dimension of 'blue glitter' that stimulates children to sprinkle and become fascinated with the effect that this has on the rice. This aids young children's learning to make sense of their world through exploring different materials and

textures in open-ended ways. Children are challenged further, as a result of the childminder demonstrating how the glitter container lid opens and closes. This enables children to learn how to do things on their own, promoting their independence and managing their own learning. The childminder makes regular observations of children's learning and makes sure their individual learning needs are met by completing detailed planning. She completes accurate initial observations of the children from when they start and includes parent's initial observations. This enables her to plan age and stage appropriate interesting experiences for children, taking into account their interests and next steps of learning. She assesses children thoroughly, monitoring their progress across all seven areas of learning efficiently using various progress sheets. Consequently, children make very good progress towards the early learning goals and as a result, they are well-prepared for school when the time comes.

The childminder's teaching highly motivates children to engage in play and conversations. She provides imaginative experiences and joins in with their play skilfully. This enables her to gain children's attention and promote and link their learning. For example, during playing in the wigwam, the childminder encourages children to make cups of tea. She discusses what they all want noting down their request, promoting their early understanding between the spoken and written word. Communication and language are supported well and books play an important part in the childminder's home. Children enthusiastically name animals and imitate their sounds, while the childminder encourages them to feel different textures in the books. This inspires children to ask 'what's that?' This means children listen well and respond to what they hear with relevant questions. Therefore, children's thinking and understanding is supported effectively in order to help them make connections in their experiences. Children explore interactive toys, as a result they learn about how things work. For example, one child becomes totally engaged as the child investigates a space rocket. The childminder develops this interest further by showing the child where the batteries go and how the screwdriver opens and closes the bracket. However, there is scope to further extend children's awareness of using and operating further information and communication technology equipment. For example, by using magnifying glasses when looking outdoors for worms for the wormery in order to observe living things more closely. Also children do not have consistent rich opportunities to promote their awareness of similarities and differences in the world. Therefore, their understanding of the diverse world is not as fully enhanced as possible.

Good partnerships with parents complement the process of observation and assessment. Children's starting points on 'all about me' sheets are completed by parents before their children start with the childminder. This provides the parents with the opportunity to share children's initial interests and abilities and any concerns they may have. Parents look at their children's folders regularly which make them fully aware of the achievements their children make. They add their observations from home and make regular comments to the childminder's observations to clearly support children's next steps in their learning. Activities are displayed on the planning sheet for parents to see what their children are doing and also so they can link and extend their children's learning at home. The childminder is ready to implement the progress check at age two and understands that she must involve parents in this assessment in order to develop ideas to move children forward in their learning and development. This enables parents to be highly involved with

their children's progress.

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

The childminder supports children well, engaging and cooperating in their play. Her positive interactions and frequent use of praise reinforce children's feelings of self-worth and confidence. Parents feel the childminder cares for their children very well and engages in detailed discussions about children's routines and how they are feeling. In a relatively short period of time children have formed strong bonds with her and relish the attention they receive from her and her family. This enables children to settle as soon as they arrive. Children show they feel safe and secure with the childminder and they listen to her simple instructions. For example, children ask to do 'Sleeping bunnies' and eagerly anticipate her direction to 'wake up'. Through her positive role modelling and praising children, it is evident that children are willing to cooperate in familiar routines and try new experiences and learn new skills. They listen to her as she describes how the rice sprinkling into the pan sounds 'like rain' and copy this sequence. They repeat her words carefully and become fascinated and totally engaged in the activity. This means children are confident and relaxed in the childminder's care.

The childminder organises her home very effectively and provides an enabling indoor and outdoor environment. She ensures they have access to outdoor play each day. She provides a wide range of age-appropriate resources that the children can freely access, promoting free choice and building independence. Children are learning how to manage their own safety, for example, the childminder encourages them to come away from the laid out train track before they join in with the 'Sleeping bunnies' game. She carefully reminds them that if they stand on this they will hurt their feet. The childminder gives high priority to promoting children's good health. For example, she provides them with home cooked food at mealtimes. The childminder responds sensitively to children's personal care. Independence is promoted through following simple tasks, such as hand washing before snack and lunch and after playing outside. Children develop a good sense of rhythm as they play the piano and move their bodies to the sounds they make. The childminder encourages children to sing songs and rhymes of their choice. Children learn to behave well because they know what is expected of them. For instance, the childminder teaches children to share by showing them how to ask 'can I have it when you have finished?' This means children have good opportunities to learn through their explorations and develop good relationships. This effectively supports their physical and emotional well-being.

Children's transition into the setting is managed well, which makes it a pleasant experience for them and their parents. For instance, as many settling-in visits are offered as required, so children gradually become familiar with their new surroundings. The childminder has developed good links with the local schools and pre-schools as she drops off and picks up the children. She shares information about children's interests and abilities and works with other setting to further enhance children's learning. This significantly helps to prepare children for the transition to nursery or school.

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

The childminder has a secure knowledge of safeguarding children and child protection issues. She is confident in recognising the possible signs of abuse and knows the procedure to follow should she have any concerns about a child's welfare. All required household members are suitably vetted and the childminder maintains a record of any visitors to her home. She has a good range of policies and procedures in place and these underpin the safe and efficient management of her provision. Risk assessments are carried out regularly and daily checks ensure measures taken to minimise any hazards are in place and continue to be effective. Children are well-supervised at all times and all required documentation is in place and well-maintained. This means the childminder is fully aware of her role and responsibilities to protect children's welfare. She carefully monitors the effectiveness of the educational programmes and has comprehensive procedures in place to observe, assess and monitor children's individual progress from their starting points. Consequently, the childminder pays good attention to providing a safe and secure environment for children to progress in their play and learning in all areas.

The childminder has a strong commitment to developing and improving her service. She uses her self-evaluation and appraisal forms to identify areas for improvement and these are realistic and achievable. The childminder accesses ongoing training to raise and develop her childcare knowledge further. For example, she attends higher safeguarding training. She consistently monitors and evaluates the children's experiences, learning and care by seeking the views of parents and children. This means the childminder reflects on her practice critically through regular analysis to examine and to improve the provision so that children make even better progress in their learning and development.

Positive relationships with parents are established. Information is shared through initial assessments of children's starting points on entry and regular observations. As a result, parents feel fully included in the setting and highly praise the childminder's provision. For example, they write lovely comments about her care through detailed references and feedback sheets. The childminder develops good partnerships with the local school and pre-schools and there is a good two-way flow of information to support children's learning. This ensures the continuity of care and effectively supports their development. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance children's learning and development opportunities.

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	EY466513
Local authority	East Riding of Yorkshire
Inspection number	934809
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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