

Inspection date	21/11/2014
Previous inspection date	29/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent. The childminder has an exceptional knowledge and understanding of the Early Years Foundation Stage and how children learn. Her skilful use of teaching strategies, questioning techniques and robust assessment procedures mean that children make exceptional progress in relation to their starting points.
- The childminder places a high priority on maintaining security and keeping all children safe from harm. Safeguarding procedures are robust and embedded well. As a result, all children are protected and effectively safeguarded.
- The childminder is inspirational. A very comprehensive and detailed self-evaluation of her practice is in place, which highlights her strengths and commitment to continuous improvement. Consequently, the children thrive in an ever-improving and stimulating learning environment.
- Close, secure and nurturing relationships are evident between the children and the childminder, who works closely with parents and carers, sharing the care of the children. As a result, the children are happy, confident, active learners, who are able to think critically for themselves.
- The childminder promotes exemplary practice. She creates unique resources to sharply focus on meeting children's individual learning needs. As a result, children are supported to reach their full potential.

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 playing in the main room and outside, including adult-led and child-initiated activities.
- The inspector carried out a joint observation with the childminder.
The inspector checked the evidence of suitability of adults living in the setting, the safeguarding policy and procedures, complaints policy and the self-evaluation systems that support the service.
- The inspector asked the childminder about the children's safety and supervision, outings, behaviour management and discussed the activities observed during the inspection.
- The inspector looked at the parental questionnaires provided by the parents of the minded children.
The inspector checked evidence of the childminder's training and sampled a selection of written policies, documentation, children's learning journals, observations and assessment records.

Inspector

Lois Wiseman

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and two children in the Clifton Moor area of York. The whole of the ground floor of the property is used for childminding and, in addition, a bathroom and bedroom on the first floor. There is an enclosed rear garden for children to access outdoor play. Children are taken for walks and outings to places of interest within the local community. The childminder works with an assistant. Currently, there are 15 children on roll. Of these, seven are within the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Professional Association for Childcare and Early Years. She is also a member of the Clifton Early Years Partnership and the North York childminding group. She is an accredited childminder so is able to accept grant funding for three- and four-year-old children.

What the setting needs to do to improve further

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

- consider including more natural, open-ended resources, such as cones, shells, bark pieces, sticks, and pebbles in the outdoor area, to further promote children's exploratory play.

Inspection judgements

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

The quality of the teaching is excellent. The childminder is highly effective at meeting the children's individual needs and interests. She is thoroughly professional in her approach to her service and is very knowledgeable about how children learn and develop. She knows her children extremely well, and offers them a nurturing and motivating experience. The clear focus and understanding of the Early Years Foundation Stage mean that children's chances to progress their learning are exceptional. The childminder provides a rich and varied range of activities and experiences, both indoors and outdoors. Consequently, children have many opportunities to learn and develop their independence. The childminder has a thorough understanding of how children learn, planning activities and events that excite and motivate them, supporting their rapid progress. The childminder has very high expectations of herself and of the children in her care. She speaks in a gentle and reassuring way. As a result, children become very engaged and participate in activities, making extremely good progress in all areas of learning and development. The childminder's assessment and record keeping are rigorous. She gathers valuable information from the parents when children start, noting details about their likes, dislikes, care routines and current interests. This enables her to plan challenging activities that meet the individual children's needs. She creates unique resources to sharply focus on any

areas where progress is less than expected, fully engaging children in activities and helping them to reach their full potential. For example, the childminder uses resources and appropriate activities on 'superheroes' to help children to count and recognise numbers in a fun way. She uses a knitted scarecrow and story sequence cards to help children 'find their voice again'. Using evidence from her observations, the childminder updates the children's learning journals, monitoring their progress against guidance documents. These records provide parents with an accurately documented account of the activities and experiences provided and of the time spent with her. The childminder makes detailed observations of children during their play, where she identifies new skills and developing interests. She then adapts her planning to include further inspiring experiences and targets children's individual needs. The childminder then shares information about the children's learning and progress with the parents, noting any comments received. As a consequence, parents feel valued, respected and fully engaged in their children's learning.

The childminder becomes actively involved in the play experiences and provides excellent support to children as they play and explore in this interesting, welcoming, child-friendly learning environment. She is very aware of their changing needs and is genuinely interested in what the children share with her. This means that their communication skills and language development are exceedingly well supported. Aware of their individual learning styles, the childminder encourages children to explore, have a go and try out new things. For example, she supports children playing in the outdoor area, enabling them to learn about the world through sensory play. Throughout the activities the childminder ensures that the conversation flows freely by interacting with the children. She talks about what she is doing with younger children, especially when their responses are limited. Consequently, their language development and communication skills are extremely well supported. Displays and photographs reflect the wealth of quality experiences offered by the childminder. Children receive positive and nurturing support from the childminder, who gives them praise and encouragement all the time. Her calm approach ensures that children remain engaged and engrossed in their learning. For example, younger children enjoy feeling the wind against their faces, watch leaves move in the breeze and giggle while trying to hold onto a ball. Older children delight in dressing up as a superhero, and have fun taking photographs of trees and leaves during outdoor play. The environment is appealing and well resourced. However, there are fewer natural, open-ended resources in the outdoor area that can be used in a variety of ways, to further promote the children's imaginative and exploratory play, and provide opportunities to extend their critical thinking.

Partnerships with parents are extremely strong and valued. The childminder shares children's learning on a daily basis, using the methods preferred by the families. Her daily diary provides parents with detailed information about the children's care routines and significant experiences. Consequently, parents feel that their contributions are highly valued and that they are active and equal partners in the care and education of their children. In addition, they are better prepared to be able to extend their children's learning at home to fully support their progress. The childminder supports school readiness by encouraging the development of self-help skills throughout the day, by getting children to talk about their activities and by sharing stories. This means that children are exceptionally well prepared for their next stage in learning.

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

The childminder has an outstanding knowledge of the children and of their individual learning styles, interests and care needs. Children settle very easily into her welcoming and friendly environment. Children are happy and relaxed because they have developed strong bonds and close emotional attachments with the childminder. When younger children are timid, she reassures them in a calm, warm and exceptionally caring manner. The childminder has a rigorous yet highly flexible settling-in process that enables the children to feel secure and form superior attachments. Parents appreciate this individual approach to meeting the child's needs during this crucial period, and this results in the development of very firm, professional relationships between the parents and the childminder. Children feel safe and emotionally secure because the childminder has an excellent understanding of children's individual needs and routines, making highly effective use of the information given by the parents. The strong sense of belonging is evident in this exceptional home-from-home environment.

The childminder places the utmost importance on maintaining a high level of health and safety while with the minded children. Children effectively learn about self-care and personal hygiene through consistent routines. Children have the use of their own towels and flannels, and wash and dry their hands before eating food as they know that their 'hands may be dirty'. Young children let the childminder know when they become tired. As a result, children remain emotionally very secure. The childminder manages nappy changing and toileting very well, talking to the children consistently as she cares for them. The children's safety is paramount as the childminder makes excellent use of wristbands, showing emergency contact numbers, and a safety bag when on outings. This bag contains emergency contact details, wipes and hand gel for use outdoors. As a result, children remain safe. Children have numerous opportunities to help themselves during care routines. Consequently, children's independent skills are promoted to the full. The childminder offers children healthy food and drinks throughout the day, for example, pasta with tomato sauce and water to drink. As a result, children remain healthy and become confident and active learners.

The childminder has a consistent approach to positive behaviour management. She is an excellent role model and supports their social and emotional development very effectively. She speaks calmly, gets down to their level and uses eye contact exceptionally well. As a result, children learn about acceptable boundaries and what is expected of them. The childminder has extremely robust written procedures and risk assessments in place, and checks the identity of adults who visit the home. Therefore, children are kept safe from harm. Children are developing an excellent understanding of how to manage calculated risks and challenges, particularly in the outdoor area. Health and safety procedures are of prime importance to the childminder. The premises are exceptionally clean and tidy, and she uses keys to access areas that might pose a danger to the minded children. The childminder further supports children's move into school by having focused discussions with parents and by arranging visits to the school, when the parents are unable to attend.

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

The childminder has an excellent understanding of the requirements of the Early Years Foundation Stage. She has an exceptional working knowledge of safeguarding and child protection procedures. She is very clear about recognising the signs and symptoms of abuse and knows who to contact if she has a concern about a child or has a complaint made against her or her assistant. This ensures that children are safeguarded while in her care. Thorough and highly robust written policies and procedures are in place, which cover all the areas of the childminder's practice. She then shares these with parents and reviews them annually, or earlier if needed. The childminder is very dedicated in her approach to health and safety. She has compiled extremely comprehensive written risk assessments for her practice indoors, outside, and also for a variety of outings. Children take part in emergency evacuations, and the childminder completes health and safety checks, supporting children's ongoing safety and welfare. Consequently, children receive the best care possible.

The childminder values the importance of working to improve the care and education of the children. She is totally dedicated in her approach and fully committed to providing a high level of service for all the children in her care. She is an experienced practitioner, who transfers her skills into her work as a professional childminder. The activities, experiences and programmes that she provides for children are purposeful, innovative and totally appropriate for their age and stage of development. The childminder tracks the progress of the minded children meticulously and any gaps are identified quickly and addressed. As a result, all the children can be involved in their learning and challenged appropriately as they make rapid progress. The children's learning journals provide a consistently accurate and detailed record of their learning experiences and achievements, and have clear links to all the areas of learning. The childminder makes appropriate use of observations, recording how well children are playing and exploring, actively learning and thinking critically. Her self-evaluation is an open and accurate reflection of her daily practice. She is able to pinpoint areas that she wishes to develop even further. She wishes, for example, to make more improvements to the outdoor play area by building a wooden shop and stage. As a result, children are supported well to extend their learning and development in a safe environment. The childminder has an excellent professional working relationship with her assistant. She manages his practice well, supports him to access training, and discusses with him how the children are progressing. The childminder consistently reviews the quality of her teaching and of the children's learning; this approach is exemplary and she has high expectations of her current practice. The childminder is totally committed to extending her own professional development and accesses training on a regular basis. Consequently, children have more opportunities to make progress according to their relative starting points.

The childminder has highly effective working relationships with parents and carers. She gives them verbal feedback and completes a daily diary sharing relevant information about their child's unique care needs, achievements and experiences. This efficient record-keeping ensures that parents make a very strong contribution to effective partnership working for the benefit of their children's learning and development. The childminder has

highly efficient arrangements for information sharing with parents, for example, verbally, by text message, telephone or email. She strengthens further partnerships in the community by taking the children to visit toddler groups and liaising with other professionals in local children's centres. As a result, children are offered wider opportunities to develop their social skills and learn about the world around them. The childminder uses questionnaires effectively to gauge the views of parents and carers. Cards and letters of support from parents speak very highly of the childminder's practice. Comments from these include, 'It's our child's second home', and 'The service is first class and we couldn't be happier'. Consequently, both the childminder's service and children's care are promoted and celebrated.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	321396
Local authority	York
Inspection number	847830
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	29/03/2011
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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