

Inspection date	09/12/2014
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 safeguarded effectively. This is because the childminder places high priority on ensuring all aspects of her home and garden are safe and free from risks and hazards.
- Teaching is highly effective because the childminder has a very good understanding of how to promote children's learning through fun, playful activities. Consequently, all children make good progress and are well prepared for their next stage in learning, such as school.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes their emotional well-being effectively.
- Partnerships with parents are good, which supports children in their future learning. The childminder ensures parents are kept well informed about their children's achievements and progress.

It is not yet outstanding because

- Children's interest and participation in conversations are not always exploited fully because they cannot always independently access resources depicting topics that interest them.
- The childminder does not always fully maximise children's imagination and exploratory skills, as there is not a wide range of natural, open-ended and household materials readily available.

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 spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector viewed the premises, toys and equipment.
The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living at the premises.
- The inspector observed activities planned by the childminder.
- The inspector took account of the views of parents through the letters and questionnaires provided for the inspection.

Inspector

Karen Tervit

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Richmond. All areas of the house, except for the conservatory and main bedroom, are used for childminding. There is an enclosed garden available for outside play. The childminder attends community groups and activities within the local area. She visits the shops and parks on a regular basis and collects children from the local schools and pre-schools. There are currently 10 children on roll, six of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, during term time only. She is also available on occasional school holidays. The childminder has a childcare qualification at level 3 and 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:

- enrich opportunities to engage children in sustained conversations about their families, special people and places of interest, for example, by displaying pictures or photographs to stimulate discussion and further promote their language and communication skills and interaction with others

- enhance children's exploratory and imagination skills by increasing their opportunities to access open-ended materials, such as cardboard boxes, tins and fabric.

Inspection judgements

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

The childminder is a highly experienced and qualified childcare practitioner. The quality of her teaching is good and on occasions exceptionally good. Children are effectively supported in their learning and development and are making good progress overall. This is because the childminder has a very good understanding of child development and implements highly effective teaching skills in her practice. The childminder gathers lots of relevant information from parents about their child's stage of development, interests and abilities when they first start to attend. She also gains important information from settings children have previously attended. Detailed observations and assessments are undertaken, providing the childminder with a clear focus on how to support each child in their next steps of learning. She then plans play flexibly to support children individually in their development, providing fun, playful activities covering all areas of learning. Consequently, children are interested and keen learners and are developing the necessary skills needed

for the next stage in their learning, such as nursery and school.

The childminder skilfully questions children as they play, encouraging them to think and remember. For example, as children look at the sturdy board book, she asks them to name the different vehicles and what they do. Consequently, children successfully name the digger and fire engine. Communication and language development is supported by the childminder as she carefully listens to the children and engages them in constant discussion throughout their activities. She sits on the floor with them, gives them lots of eye contact and repeats words back to them, as well as introducing new words, such as little, big, spiral and zigzag. The childminder takes photographs of children playing in her home and talks to them about these. Children are very interested in naming and talking about pictures of themselves and their friends. However, displays and books do not yet include photographs of children's families, familiar events, places of interest and special people to encourage this interest and stimulate discussion. Children enjoy daily access to the childminder's exceptionally well-resourced garden. Here they have very good opportunities to explore the natural world outdoors and be physically active. They have great fun exploring mud, water and bark chippings. The childminder skilfully encourages them to try and have a go as they climb and crawl through large equipment at the park and soft play centres. Children confidently move around the childminder's home selecting their own activities from the wide range of resources available. They enjoy rolling their vehicles across the floor and down the ramps, involving the childminder in their play as she skilfully demonstrates how to steer them. However, the range of resources available does not routinely include resources with no specific purpose that can be used creatively and which children can use, move and combine in a variety of ways, such as cardboard boxes, natural objects and different fabric scraps. This means opportunities for children to play and explore imaginatively are not fully maximised. Children enjoy a range of activities to help to develop their hand-to-eye coordination and support their creative skills, such as holding pencils, chunky chinks and glue spreaders and using different tools to explore dough. Good use is made of local community groups, enabling children to socialise with others and develop their confidence.

The childminder has built up highly effective partnerships with parents. She spends time at the beginning and end of the day discussing their child's achievement and care needs. The childminder shares future planning and children's learning records with parents. They are encouraged to contribute to these with ideas and achievements from home. Parents comment that, 'The childminder is fully aware of our child's current development needs and always lets us know how they are doing' and that she 'provides a lovely environment in which our child blossoms'. The childminder has implemented the progress check for children between the ages of two and three years, valuing the contributions parents make to this process.

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

The childminder has established caring and secure attachments with children in her care. Her warm and friendly approach means that children are happy and content as they play in her welcoming and interesting home. She knows the children well, having cared for children from the same families for many years. Children show they are confident in her

care as they come to her for cuddles and look to her for reassurance. As a result, children's emotional well-being is fostered well and they feel safe and secure in her care. This is further promoted because the childminder displays their work in celebration of their achievements. This results in children having a positive self-image and self-esteem.

The childminder provides consistent routines and boundaries so that children learn about acceptable behaviour. She is a good role model for children, treating them with respect and modelling good manners. The childminder plans activities to encourage sharing and turn taking. She also attends community groups so that she can support children to play alongside each other and develop their confidence in larger groups. The childminder organises her home so as to encourage children to become increasingly independent. For example, even very young children are encouraged to try and fasten their own coats and help set the table as the childminder gives them lots of encouragement and time to do so. These skills prepare children well for the next stage in their learning. The whole of the ground floor is set up so children can independently access a wide range of toys and activities. These include resources which reflect positive images of difference and diversity. Many of the boxes are labelled with words as well as pictures to assist children in making even more informed, independent choices.

Very good standards of hygiene are maintained throughout all childminding areas. Clear routines for nappy changing help to prevent the spread of infection and toys and resources are kept in a clean condition. Information about children's dietary needs is requested and a good range of healthy nutritious snacks further promote children's good health, with parents providing children's meals. Children have ample opportunities to be outdoors, be active and spend time in the fresh air. For example, they enjoy playing in the exceptionally well-resourced garden, where they have fun rolling the balls down the pipes and hunting for bugs in the raised beds. In addition, by taking children to the park, the childminder provides good opportunities for them to take safe risks as they climb, balance and use larger apparatus. These activities promote children's good physical development effectively and help them understand the importance of exercise and leading a healthy lifestyle. The childminder involves children in a broad range of activities that help them learn about safety. For example, she involves them in regular fire evacuation practises and talks to them about road safety on outings. Children learn that the decking can be slippery in cold weather.

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

The childminder gives high priority to safeguarding children. She has a very good understanding of her role and responsibilities in protecting children from possible harm or neglect. Her practice is underpinned by a clear written policy and procedures to follow if she ever has a concern about a child's welfare. The childminder is aware of the importance of keeping up to date with safeguarding issues and has attended relevant training to update her knowledge. She organises her setting very well. All required documentation to support the effective management of her setting is in place. For example, a daily record is kept of the names of children being cared for and the hours they attend. The childminder's home is safe and secure with all doors locked throughout

the day. In addition, the childminder thoroughly risk assesses any outings to help her identify and minimise any potential hazards. Adults living in the home have been checked to ensure that they are suitable to be in contact with children. Consequently, children in her care are securely protected from harm.

The childminder regularly reflects on the service she provides and demonstrates a strong drive to improve. She is aware of her strengths and talks confidently about what is working well and how she would like to improve her provision. For example, the childminder is currently developing her garden to incorporate a mud kitchen, building on children's interest in exploring the outdoors. The childminder gathers the views of parents through written questionnaires and ongoing discussions, and uses children's interests, thoughts and ideas to inform her practice. She maintains her professional development by attending specific local authority courses, completing online training and reading childcare publications. She has strong links with childminding colleagues. She is successful in her efforts to promote children's well-being and support their learning effectively. She closely monitors the educational programmes and her observations and assessments of each child. Consequently, children have a good variety of interesting play opportunities that are well matched to their individual needs. The childminder has positively addressed the recommendation made at her last inspection. For example, she incorporates children's next steps in learning into her planning.

Partnerships with parents are well established and make a strong contribution to meeting children's individual needs. The childminder shares information about children's learning and development with parents in a variety of different ways, including journals, emails and text messages. Alongside this, she displays lots of information about the Early Years Foundation Stage throughout her home so parents are aware of her responsibilities. Parents' comments are highly positive, for example, they say, 'Our child is often reluctant to come home at the end of the day' and 'The childminder provides a priceless mix of care and attention for our children'. The childminder has good links with the local children's centre and other professionals. She fully understands the importance of sharing information with other providers to promote continuity of care and learning. For example, she hands over a detailed summary of where children are at in their learning before they start at their new setting. Once children have started, the childminder works closely with the other early years providers. She does this by involving herself in their activities and targets for children, such as helping them to build on their learning of early phonics.

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	401471
Local authority	North Yorkshire
Inspection number	868942
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	05/10/2009
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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