

Inspection date	16/10/2012
Previous inspection date	13/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder knows all children well and ensures their individual routines are followed.
- The childminder has developed an effective planning and assessment system to ensure all children make good progress from their starting points.
- Partnerships with parents are well established and they are very complimentary about the childminder and the setting.
- The childminder is proactive in accessing a wide range of training courses to develop her knowledge of child development and childcare topics.

It is not yet outstanding because

- opportunities for children to access a range of resources to promote early communication and writing skills are not fully promoted.
- natural resources to support babies' exploratory play are limited.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and the childminder in the main playroom and kitchen.
 - The inspector carried out a joint observation with the childminder.
 - Discussions were held at appropriate times throughout the inspection between the inspector and the childminder.
 - The inspector spoke to parents and took into account their views.
- The inspector sampled a range of documentation including children's individual learning and development records, planning, risk assessments, children's attendance register and training certificates.

Inspector

Laura Hoyland

Full Report

Information about the setting

The childminder was registered in 1994 and works alongside another registered childminder. She lives with her adult child in Cottingham, North Humberside. The whole ground floor of the property, including toilet facilities, is used for childminding purposes.

There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Currently there are seven children on roll in the early years age range. The childminder collects children from the local school and playgroups. She holds a Level 3 National Vocational Qualification in early childhood and education.

What the setting needs to do to improve further

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

- create opportunities for all children to access a range of mark-making opportunities to develop their communication and early writing skills
- provide a range of natural resources to allow babies to participate in sensory exploration.

Inspection judgements

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

The childminder has good knowledge and understanding of the revised Early Years Foundation Stage. She has attended training and has developed a planning and monitoring system to ensure all children make good progress from their starting points. Baseline assessments are completed with parents and this means the childminder can plan activities and learning opportunities tailored to each child's individual needs and stage of development.

Regular observations are carried out on each child and linked to the seven areas of learning. Realistic next steps are planned to support children's learning and development and incorporate their interests. For example, the childminder supports younger children to explore plastic shapes containing glitter and liquid that they have previously enjoyed to develop their sensory play. However, heuristic resources to develop children's exploration and sensory skills further are limited.

Children access a range of learning opportunities, both indoors and outdoors. Resources are plentiful to develop their physical skills and include bicycles, ride-on toys and a two-storey playhouse where they can use their imagination and creative skills. Communication and language skills are promoted through a wide range of books and group time activities. However, opportunities for children to mark make and develop their early writing skills are

not always made available to the children.

Children arrive at the setting full of enthusiasm and motivated to learn. They settle immediately and are happy to part from their parents. This is because the childminder has built strong relationships with each child and plans activities that engage them. For example, she sings songs with a small group of children to promote their communication and language skills. Younger children are fully involved in the activity and are given musical instruments to shake and explore, promoting their physical development and social skills.

Parents feel fully involved in the setting. They verbally communicate with the childminder on a daily basis and share children's achievements. Children's files are always accessible to parents, who attend social evenings at the setting to share their children's progress. Parents are enthusiastic and pleased with the progress children make in the childminder's care.

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

Children are very settled in the setting. They have created strong attachments with the childminder, who knows each child very well and meets all their welfare needs competently. The childminder has a well-established settling-in process that supports children to feel safe and secure before they are left alone in her care. This gives the childminder, parents and children time to get to know one another and feel comfortable.

The childminder liaises daily with parents regarding how their children have been at home and if there are any changes to their daily routine. This means their needs can be met and any parental wishes adhered to. Information regarding what children have done during the day and activities they have taken part in is shared when children are picked up. Parents feel comfortable in the setting and express that the childminder always has time to talk to them.

Positive hygiene practices are followed in the setting. For example, children wash their hands after toileting and before snack and mealtimes. The childminder has completed food hygiene training and the setting is well maintained and clean. Nutritious snacks are provided for the children and they particularly enjoy fresh fruit and vegetable sticks. Children are encouraged to exercise in a variety of ways. For example, the childminder takes the children on walks and also to the soft play area. Children can access the large secure garden area. This supports children to develop healthy practices and develop their physical skills.

Children are developing high levels of confidence and self-esteem. They move around the setting confidently and self-select resources. The childminder is supporting children to gain independence in preparation for their transition to school and other Early Years Foundation Stage providers. For example, she encourages them to self-dress and ask for support when needed. The childminder has developed the links with other providers and liaises with local schools, occasionally taking children to settling-in sessions at their new school.

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

The childminder understands her role and responsibilities as an Early Years Foundation Stage provider. She attends regular training and shares best practice with other local childminders to ensure she updates her knowledge and understanding of childcare subjects. She has embraced the changes to the Early Years Foundation Stage and has embedded changes to the planning and monitoring system to ensure children make progress towards the early learning goals. Emerging gaps are quickly closed.

The childminder has a very good understanding of how to keep children safe. She has attended numerous safeguarding courses and can competently discuss the signs and symptoms of abuse. There is a wealth of safeguarding information in the setting and the childminder knows who to contact should she have a concern about a child. Children are further kept safe in the setting because the childminder carries out regular risk assessments and all adults living on the premises have had Criminal Records Bureau checks to ensure they are safe to be around children.

The childminder has completed the Ofsted self-evaluation form. She is aware of the setting's strengths and areas for development. She sets herself realistic targets and is proud of the continuous development she makes. All previous recommendations have been addressed and this shows a commitment to improvement.

Parents are fully included in the setting. They are keen to share their positive comments and are delighted with how their children have settled and how they are kept informed of their child's progress. The childminder also works in partnerships with other professionals to share her knowledge. For example, she visits the local children's centre and facilitates a local playgroup where other local childminders attend. The childminder knows who to contact if any children require additional support and is committed to supporting each child's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	314384
Local authority	East Riding of Yorkshire
Inspection number	876944
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6

Number of children on roll	0
Name of provider	
Date of previous inspection	13/08/2009
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 that are usually their 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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