

Inspection date	15/10/2014
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 childminder is very competent, knowledgeable and continually demonstrates excellent practice and expert teaching techniques to meet children's learning needs. She carries this out confidently to ensure that each child receives the support and challenge they need to sustain the rapid progress they make in their learning.
- The childminder builds strong, secure, emotional attachments with children. This contributes very effectively to their high levels of confidence, self-esteem and their exemplary behaviour.
- Partnerships with parents are highly effective. This ensures that a very beneficial two-way flow of information is maintained and they are kept exceedingly well informed. Consequently, children's needs are very well met and they are extremely well prepared for the move to school.
- The childminder implements robust and rigorous safeguarding procedures. This keeps children safe and means that they are very well protected.
- The childminder regularly monitors children's development and carefully tracks the progress that they make so that she is fully aware of each child's achievement or where extra support may be needed.

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 looked at the areas used for childminding.
- The inspector observed the childminder interact with children.
- The inspector spoke with the childminder, children and a parent during the inspection.
- The inspector looked at a range of documents including a sample of children's assessment files, planning records, the childminder's range of policies and procedures, letters left by parents and discussed self-evaluation.
- The inspector checked evidence of the childminder and her husband's suitability to work and be in close contact with children.

Inspector

Jackie Phillips

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in North Ferriby in the East Riding of Yorkshire. The whole of the ground floor of the property is used for childminding. There is an enclosed rear garden that is used for children's outdoor play. The childminder walks children to and from local schools, pre-schools, parks and shops. She uses the car to take children further afield, such as to attend activities at the children's centre. The childminding provision operates from 8am until 6pm, Tuesday to Friday, all year round with the exception of bank holidays and family holidays. There are currently 10 children on roll and six are in the early years age range. The childminder provides funded early education for two-, three- and four-year-old children. She supports children with special educational needs and/or disabilities. Children attend for a variety of sessions. The childminder has a recognised childcare qualification at level 3. She is a member of the Professional Association for Children and Early Years. The family have a dog and keep chickens as pets.

What the setting needs to do to improve further

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

- consider ways that will help children to decide what they would like to play with from the wide variety of toys and equipment that is available but not always easily accessible so that they can continually make independent choices and decisions.

Inspection judgements

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

The childminder has an expert knowledge and understanding of how to teach children to exceptionally high levels. She clearly knows how and why they learn and provides rich, varied and imaginative experiences for them. The childminder plans an excellent mix of adult-led and child-initiated play activities. This provides a very good balance so that children can follow their own ideas to learn or benefit from activities led and structured by the childminder. Because the quality of her teaching is consistently high, children are very well motivated, eager and willing to join in and take part in the varied range of learning experiences. The childminder has high expectations of children because she is confident and very secure in her knowledge and expertise of how to promote their learning and development. She observes children regularly to make an assessment of the stage they are at, to find out how she can fully support their on-going and future learning. The childminder swiftly evaluates what she needs to do to help them to make excellent progress. This is particularly important because if she notices any delays in children's learning or development she understands the need to take prompt action. This ensures that children are provided with the additional support they need so that they can continue

to learn and make progress and do not get left behind. The childminder confidently uses all of the information she finds out to competently guide and shape her activity plans. The programme for children's learning is based on children's individual interests and learning needs alongside interesting, relevant themes and topics. As a result, children make excellent and rapid progress in their learning.

The childminder is highly successful at engaging with parents and consequently they are very well informed and successfully involved in their child's learning. She places very good attention to share information with parents regularly, particularly about the progress their child is making. This shared approach makes a strong contribution to children's learning enabling them to make rapid progress. It means that if there are any obstacles to learning the childminder and parents are able to work quickly and closely together and seek additional help or guidance. The childminder is sharply focused to help all children accomplish important skills in their language and communication development and on supporting their physical, personal, social and emotional development. This provides each child with a strong platform to build their later learning and means that children are exceptionally well prepared for school or the next steps in their learning.

Children respond extremely well to the childminder and warm and trusting relationships are very evident. They are keen, excited and very willing to learn and concentrate, persevere and listen attentively. For example, during a singing and rhyme activity each child chooses an attractive, home-made card from the 'song sack'. The lovely illustrations on the cards, the soft puppets and the delightful hand-held characters on sticks keep the attention of the youngest children admirably. Children know the varied range of characters and songs but when they forget the superb props help them to quickly remember. The activity keeps all children extremely well engaged and actively involved. The childminder skilfully introduces other aspects of valuable learning throughout the fun activity. For instance, she helps the children to count, share and take turns. At the end of the activity children automatically help to tidy away their playthings. This shows that they are developing a good understanding of helping to care for their environment. It also shows they are developing extremely high levels of confidence, independence and self-esteem.

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

New children are introduced into the childminding setting and helped to feel welcome by being provided with flexible settling-in sessions. This allows the childminder the time to get to know each child and their parents well and find out how she can meet and respond to their individual needs. It also helps her to build strong relationships and secure emotional attachments with children. The childminder is extremely patient and is very kind and caring towards children. She speaks calmly and clearly to them so that they feel reassured and know what to do. This has a powerful effect on their behaviour because they feel safe, secure and content and children respond by behaving extremely well, even when they are feeling tired. The childminder shows that she understands child development and children's behaviour by anticipating their needs to avoid them becoming frustrated. For example, she provides waterproof pull-up trousers for each of the youngest children to wear before they go out to play, especially following wet weather. This prevents children's clothing becoming soiled, wet and uncomfortable for them to wear

because the childminder knows that young children climb, crawl, fall or sit down during their energetic, outdoor physical play. The highly stimulating outdoor learning environment matches that which is inside. For example, outside there are different types of equipment for children to climb on and balance or sit on and ride. There is a large vegetable plot for them to see plants growing and get involved in planting, harvesting and tasting the fresh produce. Children enjoy picking the strawberries and tasting the freshly picked raspberries as part of their morning snack. Two pumpkins grown and picked from the garden are on display in the playroom which are soon to feature in the Halloween celebrations and soup tasting experience.

Children are very familiar with the varied, interesting and stimulating range of toys, art and craft materials and equipment that is available inside. A low, sturdy box holds a wide variety of lovely, good quality books and toy storage containers are clearly labelled so that children can identify their contents. This helps with children's choice and decision making. The childminder has not fully explored ways to enhance this so that children can also choose from the toys and equipment that are not so easily accessible. This includes the resources that are stored away or, for some children, are difficult to reach. Young children who enjoy and benefit from learning through their senses are given the opportunity to experience, sand, water and other exciting natural resources, such as conkers and compost. Activities inspire children's natural curiosity as they try to catch the bubbles that burst from the machine and work out how to hold the fishing lines steadily to catch the brightly coloured foam fish in the water tray. Children enjoy looking at the chickens at the bottom of the garden and match the photographs that are displayed of each one to learn their name. They experiment with paint by making hand prints to form the 'prickles' of the hedgehog that each child makes as part of the autumn topic. They look at the screen of the hand-held electronic tablet the childminder provides, so that they can see the picture of a real hedgehog that paid a recent visit to the childminder. This helps children to think about how they might create their own unique hedgehog and introduces them to the wonder of technology.

The childminder supports children to learn to be able to play and work with other children. She does this by providing opportunities for them to regularly meet other children by visiting local parks, play groups, activity centres and the children's centre. She takes children to different places in the community, including to the library and local school. She talks to children about what they can expect when they go to school so that they feel less anxious. Children demonstrate remarkable self-control during activities and are developing a strong understanding of how to manage risks and challenge, relative to their age. For example, they learn to use a varied range of small tools and larger climbing and balancing equipment. Children understand the need to wash their hands as part of the routine and are developing independence at managing their own needs when they use the toilet and with their clothing. This means that by the time children leave the childminder's setting they are extremely well-equipped with the emotional, social and physical skills they need to keep themselves safe and healthy, be independent and to face their future learning needs.

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

The childminder is extremely confident and fully understands what she must do if she has any concerns about a child's welfare or well-being. She knows the signs to look out for that may indicate that a child is at risk of harm. For example, she understands the possible consequence of a child's sudden change of behaviour and unexplained marks and bruises. The childminder speaks to parents and accurately records the information she is given regarding any injuries or accidents that children sustain when they are away from the childminding setting. Likewise she informs parents of any incidents at the setting, which means all adults are well-informed and aware of their responsibilities to keep children safe and protected. The childminder knows who to report any concerns to and is resolute in her commitment to protect children from harm or abuse. She has a varied range of guidance in place that provides information about the protection and safeguarding of children, including data protection and e-safety. She conducts rigorous risk assessments of all aspects of the childminding provision, identifying and minimising hazards to children both on and off the premises. The childminder and her husband have undergone the required vetting procedures, including the Disclosure and Barring Service checks, to determine their suitability. The childminder has taken part in relevant training events that includes food safety, first aid and safeguarding, as part of her continual professional development. This means she has learnt vital skills to protect children and keep them safe and healthy. She keeps these skills regularly updated so that she is always well informed about the latest practice and procedures. The childminder has a comprehensive range of clear and very well-organised record-keeping routines and written policies and procedures to support children's safety and the smooth operation of her setting. These are reviewed regularly to ensure they remain fully effective. They are shared with parents so that they are well-informed about how she organises her setting to keep their children safe.

The childminder regularly monitors children's development. She carefully tracks the progress that they make so that she is fully aware of each child's achievements or where extra support may be needed. Each child has a file that contains a wealth of detailed information about their progress, development, achievements and learning targets since they commenced at the setting. There are many lovely photographs which provide excellent evidence of the broad range of activities children enjoy. All of this information provides parents with a meaningful and very detailed and comprehensive account of their child's unique learning journey. The childminder has an early years qualification and uses her expert knowledge and skills confidently and competently to deliver to children a rich, broad and varied educational programme. The childminder shares her knowledge with parents and provides them with information to help them to understand about the Early Years Foundation Stage. This means they are acquiring useful knowledge and understanding which helps them to be part of their child's early learning at a high level.

Strong and effective partnerships exist with parents and with other providers. The childminder has close links with other childminders in the area as well as teachers at local schools, playgroup staff and staff employed at the children's centre. She readily shares information and recognises the benefits that this has towards consistency and continuity of care and learning for children. The childminder has fully addressed the recommendations that were raised at the last inspection. She frequently talks to parents and children to find out their opinions of the service she provides. She invites parents to

complete a written survey and children to draw a picture that represents what they like or do not like about her setting. Some parents made a contribution to the inspection by leaving letters for the inspector to read or staying to talk about their experience. Conversations, letters and completed surveys, including children's drawings are all highly complimentary of the first-class service that they receive. The childminder has a very positive attitude and approach to driving improvement for children. She fully understands her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage and she does this exceptionally well to the benefit of the children in her care and their families.

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	EY152441
Local authority	East Riding of Yorkshire
Inspection number	869688
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	11/11/2009
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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