

Inspection date	18/11/2014
Previous inspection date	12/10/2009

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

- The quality of teaching is good. The childminder extends and develop children's thoughts by adapting activities to incorporate favourite toys. This means children are curious and interested in their learning and constantly gain new knowledge.
- Children develop good communication and listening skills as the childminder narrates on their play introducing new vocabulary to them. She consistently explains and describes what she is doing. This promotes a rich language environment.
- Partnerships with parents and others is good. Parents are kept informed about their children's progress because the childminder encourages them to contribute to their child's learning and shares information with other early years settings.
- The childminder manages and evaluates all areas of her practice successfully. She attends training courses and acts on advice to strengthen her knowledge. As a result, she has a secure understanding of her role and responsibilities to keep children safe from harm and strives for continuous improvement.

It is not yet outstanding because

- The childminder does not always maximise opportunities to extend children's mathematical skills, by encouraging them to count reliably and recognise different sizes within activities and their play.

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 had a tour of the areas of the home used for childcare.
The inspector observed the childminder's interaction with the children and spoke to
- the childminder throughout the course of the inspection. The inspector also completed a joint observation with the childminder.
- The inspector looked at children's learning and development folders. She also looked at the childminder's planning and children's assessments.
The inspector looked at documentation, including policies and procedures, that
- supports the safety of children, including evidence of the childminder's suitability and training certificates, risk assessments and her self-evaluation form.
- The inspector took into account the views of parents through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder registered in 2004. 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 in the village of Anlaby, to the west of Kingston-upon-Hull. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The family have a rabbit and a tortoise as pets. The childminder holds a childcare qualification at level 3. She attends a toddler group run by the local children's centre. The childminder visits the nearby shops and park on a regular basis. She is able to collect children from the local schools and pre-schools. The childminder operates all year round, Monday to Friday, from 7.30am to 6pm, with the exception of bank holidays and the childminder's holidays. There are currently 14 children on roll, of whom six are in the early years age group who attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She is a member of the Professional Association for Childcare and Early Years and 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:

- extend children's experiences by engaging them in a wider range of opportunities to promote their mathematical understanding such as, counting and promoting sizes.

Inspection judgements

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

The quality of teaching is good. The childminder is experienced and enthusiastic. She has a good understanding of how children learn and develop through play and talk. The childminder extends and develops children's thoughts by adapting activities to incorporate favourite toys, such as encouraging them to select and add favourite animals to the foam activity. This means children become deeply curious and are motivated in their play and learning. The childminder makes regular observations of children's learning and assesses their progress to identify where they are in their development. She completes accurate initial observations of the children when they start and includes information gained from parents. She also includes information from other early years settings that children attend, to contribute to her baseline assessment. This enables the childminder to plan stimulating age and stage appropriate experiences for each child, taking into account their individual interests and next steps of learning. As a result, children are acquiring the skills, attitudes and dispositions they need to prepare them for their next stage of learning, such as moving on to nursery or school.

Children develop good communication and listening skills as the childminder narrates on

their play introducing new vocabulary to them. She consistently explains and describes what she is doing, adding new concepts through demonstrating and modelling play. For example, she moves trains up the hill and down the hill, relaying a running commentary for younger children. This helps children to understand by watching others and practice the task themselves and repeat words. The childminder shows the good quality of her teaching as she skilfully develops children's early interest in books. She reads books to children, pointing to and naming familiar things in the pictures. The childminder repeats words to children and supports their pronunciation by repeating letter sounds. This effectively promotes a rich language environment. Older children act out scenarios in their imaginative dinosaur play and talk confidently about what is happening. They make observations about animals and dinosaurs and group them by family members. This shows children are gaining a good understanding of the world by talking about differences and similarities. However, the childminder occasionally misses opportunities to promote even more mathematical development, such as counting and encouraging understanding of size, such as small and big in children's everyday play experiences.

Partnerships with parents is good. The childminder gathers information from parents when children start, about their interests, likes, dislikes and care routines. This enables her to plan for children individually and provide experiences that incorporate their interests. Visits are offered as parents require and as a result, children gradually become familiar with the childminder's home and family. The childminder provides a daily diary and regularly sends home children's learning profiles. Parents are encouraged to contribute to their children's learning profiles and diaries to exchange information between home and the childminder. This means that parents are kept informed of the progress their children are making.

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

Children are very happy and settled in the childminder's care. She encourages children's participation through effective use of praise, boosting their self-esteem. As a result, children respond well to her warm and affectionate approach. The childminder recognises the individuality of children and knows them well. She interacts skilfully with young children and inspires their curiosity by showing and demonstrating toys and imaginative play scenarios. Her playful interactions inspire them to explore her home freely, play cooperatively and use their imaginations as they play. Therefore, children are keen to share their ideas through their talk, gestures and sounds. Children's behaviour is good. The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. She has clear and consistent boundaries in place and supports children as they begin to understand the consequences of their behaviour. This means children learn to cooperate and learn to play together, by turn taking and sharing resources. Consequently, children form a good bond and a secure emotional attachment with the childminder and good relationships are developed with their peers.

Children are highly confident and show a good level of independence for their age. As a result of the carefully organised learning environment and accessible resources, developed to meet children's interests and keep them motivated. This means children maintain their focus and the childminder extends children's learning by joining in with their play sensitively and appropriately. Younger children confidently show control and coordination

in their large and small movements, as they handle and manipulate toys. They know that if they press buttons on electronic resources, the toy lights up and makes a sound, which fascinate children so they eagerly repeat this play. These fundamental skills help prepare children for their future learning and promote their physical development. The childminder confidently discusses promoting children's awareness of safety through activities, such as fire drills in the home and road safety on outings. She carefully reminds younger children not to run indoors, so they learn to recognise hazards and consequently begin to manage their own safety. The childminder is vigilant about young children's safety and she supervises them well at all times. Therefore, children are kept safe. The childminder extends opportunities for children to learn outdoors by encouraging children to watch a squirrel on the fence. Children show their knowledge by holding a soft toy squirrel and place an acorn to its mouth. These experiences offer good opportunities for children to learn about the natural and wider world. Parents provide pack lunches and the childminder provides fruit snacks. The childminder effectively promotes a healthy lifestyle. She discusses healthy foods promoting children's understanding of healthy eating by talking about their likes and dislikes at an early age. The childminder consistently reinforces good hygiene procedures, such as hand washing. Therefore, the childminder's home is safe, welcoming and stimulating for children.

The childminder helps children to settle in to her care by offering regular short visits. She talks to parents and receives information about children's routines, dietary and care needs. This along with knowledge of their achievements and abilities at home and at other provisions helps the childminder provide continuity of care and learning. This effectively supports a smooth move from home into the setting. The childminder is fully aware of maintaining effective partnerships with settings that children also attend and has well-established links with the local school and pre-school. She attends local groups to support children's social experiences, enabling them to spend time to socialise with their peers. This also benefits children to develop confidence and learn about behaviour expectations in group experiences. This significantly helps to prepare children for the move 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. This means that the childminder knows how to help protect children from potential harm. The required documentation is in place and effectively maintained and displayed. She has a good range of policies and procedures in place and these underpin the safe and efficient management of her provision. All required household members are suitably checked and the childminder checks the identification of any visitors to her home. She uses effective risk assessments for her home and for outings. This enables her to minimise hazards and maintain a safe environment for children. Therefore, the childminder is fully aware of her role and responsibilities to protect children and keep them safe and provide a secure setting.

The childminder is committed to providing a good quality learning experience for all

children. She is an experienced childminder and demonstrates a good knowledge of how children learn through play. The childminder understands the learning and development requirements of the Early Years Foundation Stage. She monitors children's progress and offers stimulating activities, across all areas of their development. Accurate assessments are used to plan individual next steps in children's learning. Consequently, she is able to quickly identify any gaps in learning and plan accordingly. The childminder has addressed the recommendations from her previous inspection. For example, she has established some links with other early years settings that children also attend. The childminder attends a lot of training courses and acts on advice to strengthen her knowledge. She has completed a detailed self-evaluation of her provision and has identified clear strengths and areas for improvement. Feedback is gathered from parents and children through discussion, letters and regular questionnaires. Feedback is also gained from other settings, such as schools. As a result, the childminder strives for continuous improvement to ensure she provides quality care for the children.

The childminder establishes and maintains good relationships and communication with all parents. Information is shared through initial assessments of children's starting points on entry and regular summative records. As a result, parents feel fully included in the setting and highly praise the childminder's care. The childminder understands the importance of working with other professionals and the local authority to provide support for all children when necessary. She knows how to obtain advice and support when needed to ensure that appropriate interventions are sought for children and their families quickly. Consequently, 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
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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
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	EY299882
Local authority	East Riding of Yorkshire
Inspection number	861706
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	12/10/2009
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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