

Inspection date

08/12/2014

Previous inspection date

27/01/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The childminder provides a homely environment for children where they can access a suitable range of age-appropriate resources. This promotes children's independence.
- The childminder is a good role model and uses consistently applied strategies and provides clear guidance for children about what is acceptable behaviour. As a result, children learn to share and play together.
- The childminder understands her role and responsibility with regard to safeguarding children. Policies and procedures are shared with parents, promoting their awareness of how she works. As a result, children are protected and kept free from harm.

It is not yet good because

- The childminder could not produce a current paediatric first-aid certificate for inspection. This is a breach of the safeguarding and welfare requirements of the Early Years Register and the Childcare Register.
- The childminder does not consistently plan, observe, evaluate and assess children's learning from their starting points. As a result, she does not continually provide them with appropriate challenges for their next steps in learning.
- Opportunities for parents to continue their children's learning at home are sometimes inconsistent, which limits how well they are involved.
- The childminder does not maximise children's sensory play by offering a wide variety of everyday objects and natural materials to explore and investigate.

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 and talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector toured the areas used for childminding, including the lounge, hallway dining kitchen, downstairs toilet and she viewed the rear garden.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living on the premises.
- The inspector looked at the children's assessment records, planning documentation, the childminder's self-evaluation form and a selection of policy documents, including the safeguarding policy and procedures.
- The inspector took account of the views of parents spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 2006. 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 Leven, near Beverley in East Yorkshire. The whole of the ground floor of the home is used for childminding. There is an enclosed garden available for outdoor play. The family has a dog as a pet. The childminder attends local groups and visits the nearby shops and park on a regular basis. She is able to collect children from the local school and pre-school. The childminder operates all year round Monday to Thursday from 8am to 6pm with the exception of bank holidays and the childminder's holidays. There are currently five children on roll in the early years age group who attend for a variety of sessions. The childminder 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure a paediatric first-aid certificate is maintained and accessible
- further develop the current systems for planning, observation, evaluation and assessment to ensure that children's starting points are identified and planning is based on the children's next steps in learning to provide children with appropriate challenges.

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

- increase opportunities for parents to continue their children's learning at home by extending the information shared with them
- increase the children's opportunities to investigate using all of their senses, for example, by introducing more natural objects, so that they can explore a wider range of sensory items and tactile materials.

Inspection judgements

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

The childminder demonstrates that she has a suitable understanding of the Early Years Foundation Stage and the seven areas of learning. She uses this knowledge to provide

children with some activities that appropriately stimulate their interest and promotes aspects of their learning, for example, children play with interactive books. The childminder demonstrates to children how to wind up the small tractor, and they are excited as it moves about the book. Through encouragement from the childminder, children attempt to wind the tractor for themselves. This fosters children's hand and eye coordination and enhances their physical skills. The childminder carries out some observations of the children in their play and records these in learning files. However, she is not obtaining sufficient information from parents about children's starting points. Furthermore, the childminder is not effectively using the information she gains from her observations to link to future planning for children's next steps in learning. Consequently, the childminder's ability to accurately assess children's progress is lessened. This means that activities and experiences provided do not consistently challenge their abilities and support their interests over time. The childminder verbally shares information with parents about children's engagement and stage of learning. She has completed the progress check for children aged between two and three years. However, the childminder is not actively providing opportunities for parents to become more involved in children's learning at home to fully support a collaborative approach.

The childminder provides a sound range of resources and experiences that children independently access. For example, children choose to play with jigsaw puzzles. The childminder uses these appropriately to stimulate their early communication and language development. Children eagerly select a piece of the puzzle and the childminder names the picture. She encourages the children to repeat the word back to her. This helps children to connect their understanding of the link between the picture and the word. Children explore the play kitchen and cooperate with each other as the childminder supports them to share the resources. Consequently, children gain appropriate personal, social and emotional skills, which they need for their future learning and their move on to nursery or school. However, the childminder misses opportunities to motivate children's imaginative play through investigation and explorations. This is because she does not always offer a wide range of everyday objects, and natural materials that stimulates their senses further.

Throughout the inspection children enjoy the experiences they engage in. Due to their young age they flit frequently between toys. The childminder responds appropriately to the children by playing alongside them at their level. Children eagerly embrace role play, for example, 'going shopping' and they are keen to wave to the adults in the room. The children pretend to chat to family members on play mobile telephones showing their early understanding of technology. Children also relish playing with small world animals and show their knowledge of these by making the animal sound, to which the childminder responds positively. This promotes children's confidence in their own abilities. Consequently, the childminder provides opportunities across all areas of learning to help children make some progress in their development.

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

The childminder enables children to settle by talking through their care needs and routines with parents before they start in her care. This is because she provides flexible settling visits to support children's individual needs. As a result, children demonstrate that they

develop secure emotional attachments and form appropriate bonds with her. The childminder supports children's health and hygiene because she provides consistent nappy changing routines. She works in partnership with parents to warm up the meals they provide appropriately and discusses healthy eating during sociable meal times. Children have daily access to fresh air and physical exercise through playing in the garden with a suitable range of apparatus. This enhances children's awareness of a healthy lifestyle. However, the childminder cannot provide evidence that she has a current paediatric first-aid certificate. This means she is unable to demonstrate that she can fully support children in an emergency situation, although she is able to describe appropriate first aid responses to common situations.

The childminder is a good role model and uses consistently applied strategies and provides clear guidance for children about what is acceptable behaviour. As a result, they learn to share and play together. For example, children enjoy role play in the play kitchen and receive consistent praise from the childminder. This effectively raises their self-esteem and their confidence in order to help them manage their behaviour in the future. The childminder provides some opportunities for children to socialise and make relationship with other children and adults. They meet up at local community groups to enhance children's social experiences. This helps to prepare children for their later moves on to school and pre-school.

Children's understanding of managing their own safety is supported as the childminder consistently raises their awareness of the possible hazards around them. For example, she explains to children that they must not run in the hallway as they may slip. The childminder uses daily routines and planned activities, such as, fire drills, to support children's further awareness of keeping themselves safe. The childminder provides children with a range of suitable resources which are age and stage appropriate for the children attending. They are able to access toys independently and make their selection because these are offered in low level storage tubs. The childminder maintains continual close supervision of the children and this enables them to explore her home freely and safely.

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

The childminder has a secure understanding of her role and responsibility with regard to safeguarding children. 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. The childminder ensures suitability checks are carried out on all adults living on the premises. This ensures they are safe to be around children. The childminder has an up-to-date safeguarding policy in place and appropriate risk assessments are carried out. This ensures suitable steps are taken to keep children safe and secure. Policies and procedures are shared with parents, ensuring they are fully aware of how the childminder works. The childminder has completed online safeguarding children courses. However, she has failed to ensure she provides evidence of her current paediatric first-aid certificate. This is a breach of both the safeguarding and welfare requirements of the Early Years Foundation Stage and the Childcare Register requirements.

The childminder has some understanding of the learning and development requirements. This results in adequate monitoring of children's progress. However, this does not ensure that gaps in children's learning are fully identified and planning focuses on children's next steps in learning. The childminder has addressed the recommendations for improvement raised at her last inspection and has recently completed an evaluation of her service. She has identified some areas for development. For example, the childminder is developing links with the local pre-school. This shows she has some commitment to continuous improvement. Additionally, the childminder gathers feedback from parents through questionnaires and references. These offer positive comments about the care she provides and her flexibility.

Partnerships with parents are suitable. Parents receive information about the childminders' service and are kept informed about children's care, through daily verbal feedback. The childminder shares some observations with parents and these enable them to be informed about a number of the activities children engage in. However, the childminder is not gathering sufficient information about children's initial abilities. This means she is not planning for children based on what they already know and can do, from when they start in her care. The childminder does not currently have children that also attend other early years provision. However, she is fully aware of the importance of sharing information with other providers to ensure continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a paediatric first-aid certificate is maintained (compulsory part of the Childcare Register)
- ensure a paediatric first-aid certificate is maintained (voluntary part of the Childcare Register)

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	EY337475
Local authority	East Riding of Yorkshire
Inspection number	857128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/01/2010
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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