

Inspection date	15/02/2013
Previous inspection date	10/06/2009

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 has a good understanding of how young children learn and provides a wide range of opportunities to promote children's learning through play, discussion and attendance at local community activity groups.
- Children are happy, motivated and interested in their play. They show good levels of independence and curiosity, and a strong sense of understanding about the needs of others.
- The childminder gives children's language and communication development high priority. She uses the wide range of available books very well and encourages them to discuss their activities, feelings and wishes to develop their confidence and vocabulary.
- Good relationships exist with parents and there are effective ways of seeking their views about their children's care and learning.
- Warm, caring relationships have been established which ensure the children feel happy, settled and secure in their environment.

It is not yet outstanding because

- There is scope to further improve parental involvement in children's development by the provision of more information about activities that can further enhance children's learning at home.

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 discussed the policies and procedures, which have been amended in line with the revised guidance.
- The inspector observed the children playing and the activities they enjoyed.
- The inspector observed the interactions between the childminder and the children, and that between all the children present.
- The inspector discussed and observed how the children's development is assessed and monitored to ensure they maintain good progress across all the areas of learning.

Inspector

Rosemary Beyer

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 13 and nine years in a house in Bilton on the outskirts of Hull. The whole of the ground floor, the bathroom on the first floor and the rear garden is used for childminding.

The family has a dog and a guinea pig as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 17 children on roll, 12 of whom are in the early years age group and attend for a variety of sessions. The childminder has an assistant who also cares for the children, both with her and for short periods of time alone. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enable parents to become even more involved in their children's development by providing information for them about activities that can enhance children's learning at home.

Inspection judgements

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

Children's progress in their learning is good because the childminder has a very good understanding of how children learn through play and how to engage their interest. The quality of teaching is strong. As a result, children's progress in all areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are active learners and are involved in, and concentrate well to complete their, chosen tasks, such as making collages or using books.

A love of books and stories is effectively promoted by providing a wide selection to meet the needs of all the children. For example, the babies have pictures with different textures while older children can use books for information as well as stories. Children quickly become able to communicate their needs and preferences, including those who are non-verbal, such as when they are hungry or need changing.

New observation, planning and monitoring across the seven areas of learning has been introduced, which ensures all areas are planned for and included. This means that observations of children's play are made, together with a photograph, and carefully matched to the area of learning. The childminder identifies the children's next step in their

learning and includes these in the weekly planning of activities for specific children. The childminder is able to be flexible to allow for changes as they occur.

Children are supported well to promote their independence such as in their personal care, putting on their shoes and coats, and being confident in a different situation. This helps give children the necessary skills in readiness for school.

Partnerships with parents are good overall, and they receive regular information about their children's development and are encouraged to look at their children's development files and observation diaries. They are also encouraged to include observations of their children's play at home in the diaries. They are therefore fully informed about the activities their children enjoy and how well they are progressing. Although the childminder gives them information about the activities within her home, she does not yet make suggestions for them about how to further support their children at home and therefore become more fully involved.

The learning environment is organised very well to enable children to explore and play freely. The childminder and her assistant have a secure knowledge of each child in their care and through careful observations, children are effectively supported in their care and learning. Interaction between the childminder, her assistant and the children is very strong. This enables children to settle, and ensures babies are comfortable and happy in their care.

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

The childminder and her assistant deploy themselves well to ensure all children form secure emotional attachments. Babies and children feel secure by being able to depend upon the childminder for reassurance and comfort when they need to, even those who have been attending for a very short time. This is achieved by well-established settling-in sessions, which are thoroughly guided by parents' wishes and children's individual needs. All children display confidence and self-esteem, and older children are extremely warm and caring towards younger children.

Babies settle well because the childminder and her assistant have a very good knowledge of their individual likes, needs and routines. Their early investigative and curiosity skills are promoted through the use of a wide range of resources, including books and musical instruments. They show great interest as they feel different textures and make different sounds. They are also developing a sense of humour as shown by the reaction to an older child juggling, which produces great chuckles of laughter.

All children develop good self-care skills. For example, they show a good understanding of healthy practices as they independently wipe their noses and wash their hands before eating. The childminder has a good understanding of healthy eating and particularly dental hygiene. For example, children learn to brush their teeth correctly from an early age. When required the childminder provides healthy, nutritious meals or snacks on a daily basis and displays menus for parents to see. As a result, children develop a positive attitude and understanding of healthy eating.

The childminder uses everyday opportunities to teach children how to keep themselves safe. For example, road safety is discussed and talked about on trips within the community, which reinforces children's developing understanding of safety issues. They learn from a young age to use resources with care and that boundaries are there to protect them without restricting their independence.

To ensure a smooth transfer for the child to school, the childminder exchanges information with teachers to support their development and completes transition forms, including summative assessments. She also enables children to visit the school to meet the staff and become familiar with their new environment.

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

The childminder has a secure knowledge and understanding of safeguarding issues and the procedure to follow if she has concerns. She ensures parents are fully aware of her responsibility to protect all children in her care. Comprehensive risk assessments are completed for the home, outdoors and for any outings. These successfully identify hazards and the appropriate steps are taken to eliminate risk and keep the children safe and secure. The childminder and her assistant create an environment which is welcoming, safe and stimulating. The children enjoy their learning and grow in confidence.

The childminder and her assistant use self-evaluation to reflect on their practice and set themselves high standards in the care they provide. They identify areas for improvement and implement an ongoing action plan. For example, the childminder has developed a new method of monitoring children's progress, which effectively shows how children are developing in line with the revised areas of learning and towards the early learning goals. She has a strong commitment to further training by attending short training courses and is currently undertaking the Children and Young People Workplace course.

The childminder is experienced and has a strong understanding of working with other professionals to provide support for children when the need arises. The childminder has good relationships with other settings and the schools children attend. This helps support continuity for children who attend more than one setting. Overall, effective partnerships with parents ensures they are informed about their children's learning, by easy access to their diaries and development files. There is, however, scope to improve the range of ideas from the childminder to the parents, for activities to provide further support for their children at home. Parents' views are sought through formal questionnaires, discussion and the daily diaries. They express a high level of satisfaction with the care and service the childminder provides.

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	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

EY381946

Local authority	Kingston upon Hull
Inspection number	821578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	10/06/2009
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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