

Inspection date	25/09/2014
Previous inspection date	22/06/2009

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 and clearly understands how to use her excellent practice and teaching techniques to meet children's individual learning needs. She carries this out confidently to ensure that they receive 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 and 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 onto school.
- The childminder implements robust and rigorous safeguarding procedures. This keeps children safe and means that they are very well protected.
- The childminder has a strong commitment to improving her knowledge, understanding and skills. She carries out personal research and undertakes professional development to ensure that she provides excellent quality care and learning for all children.

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 compulsory part 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, indoors and outside.
- 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 sample of children's assessment files, planning documents, the childminder's range of policies and procedures and other records.
- The inspector checked evidence of the childminder's suitability and qualifications.

Inspector

Jackie Phillips

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged six and 10 years in Hull. The whole of the ground floor of the property, with the exception of the lounge, 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. The childminding provision operates from 7am until 6pm, Monday to Friday, all year round with the exception of bank holidays and family holidays. There are currently six children on roll, one of whom is in the early years age range. Children attend for a variety of sessions. The childminder has a recognised childcare qualification at level 3. The family has a pet dog.

What the setting needs to do to improve further

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

- enhance younger children's understanding of why and how they manage their personal care routine, such as using tissues for themselves.

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 the seven areas of learning and teaches children to exceptionally high levels. She has a very clear understanding of how children learn, using their self-initiated play and more structured activities as a strong base. She provides a broad, interesting and challenging range of activities and experiences to support their learning, clearly led by children's individual needs and specific interests. The quality of her teaching is consistently high and because of this, 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 because she is confident and very secure in her knowledge and expertise of how to promote the learning and development of children. She is highly successful at engaging with parents to support them to be involved in their children's learning. She places very good attention to share information with them regularly, particularly about the progress their child is making and how they can be involved in this. This shared approach makes a strong contribution to children's learning enabling them to make rapid progress. It means that children are exceptionally well prepared for school or the next steps in their learning. Children respond very well to the childminder. They are clearly excited and very willing to learn. They concentrate and persevere extremely well and consistently demonstrate the characteristics of effective learning. As a result, children make excellent and rapid progress in their learning.

The childminder observes children very closely. She does this to find out how she can fully support their learning and swiftly evaluate what she needs to do to help them to make progress. She confidently uses this information to competently guide her activity plans. The childminder shares her findings and assessments with parents to keep them informed and involved, and welcomes their ideas for extending children's learning even further. She methodically observes and evaluates children's progress to check that each one is developing in line with typical progress for their age. If the childminder notices anything that raises her awareness of a child struggling to learn, she is confident in discussing her concerns promptly with parents. This shows she is responsive to acting quickly to find a way to help children overcome any barriers to learning and development. She is assured and confident in working closely with parents to secure a shared approach to help children to learn and develop, that is achieved through an open and honest understanding.

Children are very independent at the childminder's setting. This is skilfully encouraged as the childminder skilfully supervises children without too much interruption or intervention. Children use the resources inside or outdoors according to their choice. They decide what they would like to play with from the wide range of easily accessible resources. Sometimes children begin a project and choose to complete it another day. The childminder encourages this which shows she is mindful of the process children choose to follow without emphasis being focused on a finished product by the end of the day. Children engage in lively and interesting conversations with the childminder who speaks politely, respectfully and carefully to them so that she models high quality speech and language. This promotes children's communication skills extremely well. The childminder is particularly competent and skilful at asking children questions that encourages them to think for themselves. She provides children with the time to think about their answers before they speak so that they are able to express themselves well and share their ideas confidently with her. The childminder regularly talks to children about other settings that they attend. For instance, they tell her about their achievements there and the childminder looks for examples that inform her that children are making links in their learning. For instance, children are proud to tell her that they are given a sticker for counting competently to higher numbers at school, an area of learning that for some children is a current focus. This shows children are making connections and are highly engaged and involved in their learning which helps them to be exceptionally well prepared for school or the next steps in their learning.

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

Some children are cared for by the childminder for sustained periods, from babyhood into their early school years. This helps her to build strong relationships and secure emotional attachments with children and shows that parents are very happy with the care she provides. The childminder prepares children for the transfer into school by talking to them about what to expect. She helps them to feel confident and be independent and to understand the difference between right and wrong. The childminder supports children to learn to be able to work with other children, concentrate, persevere and listen well. This means that by the time children leave the childminder's setting they are extremely well-equipped with the emotional and social skills they need for their future learning. Children's behaviour is exemplary and they have extremely high levels of self-esteem. Children show

remarkable self-control during activities and are developing an excellent understanding of how to manage risks and challenges, relative to their age. For example, they learn to use the vertical pole in the park to climb up and down and understand that they need help to carry out this manoeuvre until eventually they triumphantly say, 'I can do this on my own'.

Children demonstrate that they feel safe, happy and content by confidently engaging with the visiting inspector. They are keen and excited to share their news, such as talking about a recent holiday abroad, members of their family and a forthcoming birthday party. Children learn to understand about the diversity of the community, and the world in which they live, through the celebration of different festivals and events throughout the year and visits that take place around the local area. The childminder has established a procedure for welcoming new children and parents into her setting by offering flexible stay and play sessions. This makes the move, from the child's home to the childminder's care, a natural and smooth experience for children. It also enables parents and the childminder to share important information so that she knows and understands about the uniqueness of each child. This information is regularly updated with the parents, and eventually, children contribute to this by talking to the childminder and answering questions about themselves. This means that the childminder keeps up-to-date about their individual interests and preferences and adds to her reflection of her practice. Children use a highly stimulating environment where they can easily find the resources they need from the clearly labelled containers and know that they can take toys and equipment outside to use as they wish.

Children are very independent and extremely capable of managing their own personal hygiene. Without being reminded they promptly go to wash their hands before eating, after using the toilet and when they have been playing outside. They know this is to get rid of the germs. They use their own colour-coded face cloth and hand towel which helps to reduce the risk of cross infection. They brush their teeth after lunch and understand that this keeps them clean. When wiping children's noses, she does not always explain to younger children about using tissues, to further enhance their understanding. Regular access to fresh air and exercise helps children understand about keeping themselves fit and healthy. They frequently take part in walks which helps to raise their awareness of the changing seasons, including the need for extra clothing during the cooler weather. Children see the pears grow and ripen on the tree in the childminder's garden and help to decide which of them they can eat or include in their cooking and baking activities. This helps children to understand about the food cycle, including where it comes from, and the benefits of tasting and eating fresh produce.

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

The childminder is extremely confident about 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 fully understands what she must do if she has any concerns about a child's welfare or well-being. She knows who to report any concerns to and is resolute in her commitment to protecting children from harm or abuse. The childminder has a wide range of guidance in place that provides information about the protection and safeguarding of children. She

conducts rigorous risk assessments of all aspects of the provision, identifying and minimising hazards to children both on and off the premises. All adults in the household have undergone the required vetting procedures, including the Disclosure and Barring Service checks, to determine their suitability. She 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 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 frequently monitors children's development and the progress that they make so that she is fully aware of each child's stage of achievement. She shares her findings regularly with parents so that they are kept very well informed and updated. 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 photographs which give very good evidence of the range of activities children enjoy. The collation of all of this information provides parents with a very detailed and comprehensive account of their child's unique learning journal. The childminder has an early years qualification at level 3. She 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. She has excellent systems in place to help them to understand about the Early Years Foundation Stage and keeps them fully informed about any changes to the statutory requirements. For instance, she downloads links that lead directly to Ofsted's website for parents to access. The result is that parents share and contribute their ideas for their child's learning and development and provide this information to the childminder, clearly linked to the seven areas of learning. They are acquiring useful knowledge and understanding which helps them to be part of their child's early learning at a high level.

Highly effective partnerships exist with parents and other providers. The childminder has close links with local schools and readily shares information with them about minded children who attend both settings or who are in the process of transferring to school. This particularly benefits children as they move on to pre-schools and school so that they continue to make good or even better progress. 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 has a very positive attitude and approach to driving improvement for children. For example, as part of her reflective practice, she is considering entering higher education to further enhance her skills and knowledge. She uses the internet regularly to search for websites that will provide her with a wide variety of additional ideas for children's learning to supplement her own. The childminder 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**

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	EY385244
Local authority	Kingston upon Hull
Inspection number	858908
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22/06/2009
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, 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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