

Inspection date	24/01/2013
Previous inspection date	06/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 is satisfactory

- The childminder works alongside parent's to use consistently applied behaviour management procedures and provides clear guidance for children about what is acceptable behaviour.
- Observations on children are recorded in descriptive 'learning journeys'; these explain children's learning and experiences, through photographs and link with the seven areas of learning.
- The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement.

It is not yet good because

- Arrangements for parents and carers to contribute to their child's learning record are not engaging all parents and carers, to secure sharing information to continue their child's learning at home successfully.
- The planning arrangement is not effectively helping the childminder to understand individual children's level of abilities, interests and learning styles, and use this to shape learning experiences for each individual child.
- The childminder's self-evaluation procedure is not clearly demonstrating how she intends to make improvements and set targets for the future, to support long term achievements and outcomes 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and spoke with the childminder throughout the course of the inspection. She also observed lunchtime arrangements.
- The inspector looked at the childminder's self-evaluation form and a selection of policies and procedures.
- The inspector looked at children's files, containing 'learning journeys' and observations, including children's assessments and the planning.
- The inspector also took into account the views of parents, verbally and through the feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

The childminder was registered in 2009. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives in Goole with her parents. She works alongside her mother who is also a registered childminder. She uses the whole of the ground floor and the bathroom situated on the first floor for childminding purposes.

There is an enclosed rear garden for outdoor play.

There are currently six children on roll and five are in the early years age group, all of whom attend for a variety of sessions. She is open all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and nurseries. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve planning to effectively use children's current stage of development and interests, in order to plan a stimulating range of experiences for each child, to meet their individual next steps in their learning.

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

- develop self-evaluation to clearly show the improvements and targets for the future, to support long term achievements and outcomes for children
- develop further the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to fully support children's learning at home.

Inspection judgements

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

The childminder has acceptable knowledge of the prime and specific areas of learning of the Early Years Foundation Stage. She offers experiences and activities to stimulate children's interest, although, these learning experiences do not fully match all children's individual needs and do not provide sufficient challenge. For example, children enjoy posting items into various resources about the room. These experiences allow children to understand and investigate the environment around them. However, the childminder does not consistently use children's current stage of development and their interests to plan for their next steps in development and learning effectively. This means they are not fully supported in making the best possible progress.

Children's communication and listening skills are supported well, as the childminder reads

the books of their choice to them. She gains their attention sufficiently through pointing to pictures and modelling the words, encouraging their repetition. This assists young children's language development and enjoyment for stories. This is supported as the childminder encourages children to press buttons and pads, to gain familiar sounds of vehicles and animals. This enables children to explore and imitate sounds, and join in with actions and vocalisations, stimulating children's senses reasonably. A dancing session animates children to explore their senses further, through discovering rhythmic movements and joining in with the actions of familiar rhymes. This promotes children's physical development suitably through actively moving in different ways. This allows children to gain confidence in how their body moves and with their control and co-ordination.

Children enjoy looking through tubes and different materials, this enables them to explore their environment acceptably, looking for changes and recognising familiar items of interest. This inspires younger children's imagination and creativity, as they experiment with a range of media through sensory exploration. They post and look for recognisable objects, inspiring a game of peek-a-boo with their peers and adults alike. This promotes children's personal, social and emotional development as children seek to gain people's attention in a variety of ways and draw them into social interaction. This enables the childminder and children to develop appropriate relationships together through gaining their attention through using body language, eye contact and familiar actions. This stimulates children's understanding and curiosity about objects, events and people around them.

Children's starting points are suitably requested and completed by parents prior to their child starting with the childminder. Parents are encouraged to have pre-visits and to use daily diaries. They are also encouraged to view children's files and children's learning journeys. This means positive relationships are developed and children form appropriate bonds to enable them to settle and enjoy their time with the childminder. Although, she does not effectively encourage parents to share information on children's learning and development at home. This means she does not have a full picture of children's achievements and abilities, their interests and their learning styles, to fully support children's learning both at her house and at home.

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

The childminder develops secure emotional attachments with the children in her care; they go to her for reassurance and interact with her and their peers well. For example, they play alongside each other in the play kitchen. This means children learn useful social skills and are given opportunities to share experiences, and develop a sound understanding of the need to co-operate. Children are happy and enjoy moving freely about the room. They are able to access their own choice of play and toys from easily accessible shelves and storage. This enables them to explore their surroundings spontaneously and encourages their independence appropriately. The childminder works alongside parents to use consistently applied behaviour procedures well and provides clear guidance for children about what is acceptable behaviour. This enables the childminder

and parent's to establish a consistent technique to fully support familiar routines within the two homes. The childminder uses appropriate praise and encouragement to foster children's self-esteem and confidence, stimulating acceptable manners and promoting a healthy diet, and relevant health practices. This supports children's well-being and welfare successfully.

The childminder has developed positive relationships with the local school as she takes and collects the children. Children are also now attending a local nursery and discussions with parents and children enable the childminder to establish if children are settling suitably. Children eagerly embrace dancing to music alongside the childminder. This actively supports children's physical development, providing them with the opportunity to develop reasonable control and co-ordination in large and small movements. Consequently, allowing them to develop the confidence to move in a range of ways and safely negotiate space, and to increase their awareness of other people.

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

The childminder observes and assesses children appropriately across all seven areas of learning and provides a range of sufficient resources, and activities to support children's interests. She completes descriptive monthly 'learning journeys' and highlights children's developmental stage on an overview grid adequately. This enables the childminder to check children's development from their starting point. Although, the planning of learning experiences and activities, to challenge and extend children's learning and development, does not effectively reflect individual children's level of ability and their interests. This shows that the monitoring of the educational programme is not vigorous enough, to help the childminder fully understand what children can do and where they are in their developmental stage to support their next steps effectively.

The childminder has a sound understanding of the safeguarding and welfare requirements. Daily checks and risk assessments are completed relevantly for outings and the house to maintain children's safety. Insurance and detailed policies are in place, and a clear fire procedure and regular fire drills ensure safety measures reduces any possible risks to children. She has completed a self-evaluation of her provision. However, she does not clearly identify and set targets for the future, to demonstrate how she intends to make improvements to support long term achievements and outcomes for all children and her provision. The childminder maintains training to keep up-to-date with current guidelines required.

Partnerships with parents are generally good. Parents speak positively of the care and support given by the childminder. The childminder is gaining important links with the local nursery and schools, to support children's transitions adequately. She talks to parents and teachers to gain an understanding of them settling. She attends the local toddler and play groups with children which improves their social skills. This helps them to form positive relationships with other children and adults, and understand appropriate behaviour boundaries expected and established in groups.

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	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	EY397662
Local authority	East Riding of Yorkshire
Inspection number	875088
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	06/01/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

