

Inspection date	03/12/2014
Previous inspection date	19/01/2010

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

- Children benefit from the childminder's good quality teaching because she demonstrates and models skills, and reshapes tasks by adding further resources. Therefore, children's interest is maintained and they are keen, active learners.
- The childminder has established strong relationships with parents. She encourages them to share in children's accomplishments and keeps them fully informed about their children's progress. As a result, children's learning is effectively supported over time.
- Children are highly confident and show an excellent level of independence for their age. They behave well because there is a very strong emphasis on celebrating their achievements.
- The childminder has a secure awareness of safeguarding and ensures children are safe and well protected. She continually reflects on her practice and includes parents and children well in this process. As a result, the drive for improvement is successful.

It is not yet outstanding because

- The childminder is not fully extending opportunities for children to develop their mathematical understanding, for example, by counting in everyday experiences.
- The childminder does not always fully support children's developing language skills, because she misses opportunities to correct children's pronunciation of words and enable them to hear the correct sounds in each word.

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 children and the childminder throughout the inspection.
- The inspector observed the snack and lunch time arrangements and also completed a joint observation with the childminder.
- 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 looked at evidence of the childminder's qualifications and the suitability of those living on the premises.
- The inspector took into account the views of parents and children through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder registered in 2009 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children in Anlaby, Kingston upon Hull. The whole ground floor of the home is used for childminding. There are two enclosed gardens available for outdoor play. The childminder operates during term time only from Tuesday to Thursday, 7am to 5.15pm. There are currently six children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder receives funded early education for two-, three- and four-year-olds. She is able to collect children from the local schools and pre-schools. The childminder attends a toddler group run by the local children's centre. She visits the nearby shops and park on a regular basis. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority. She holds a childcare qualification at level 3 and is an accredited childminder.

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 mathematical skills even more by engaging them in a wider range of opportunities to promote their understanding of counting, for example, through everyday experiences
- enhance children's communication and language development further, for example, by modelling the correct pronunciation of words and supporting them to hear the different sounds in words.

Inspection judgements

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

The childminder has a secure knowledge of child development and fully understands how children learn and her role in supporting this. As a result, the quality of her teaching is good, and therefore children are making clear progress in their learning and development. Children sing along to the words and perform the actions of well-known rhymes. The childminder enhances this activity with props for children to move in sequence. This enables children to show their thoughts and feelings through music and dance and to demonstrate their good physical skills. The childminder demonstrates and models skills and reshapes tasks by adding further resources. For example, she offers additional materials, such as beads, sticks and feathers, as children manipulate the play dough. This inspires children's curiosity as they use their senses to investigate and put information together in their own mind. Children are highly motivated to explore and try to repeat skills they have watched the childminder perform. For example, children practise moulding

the play dough with rolling pins and push cutters into it to form their desired shapes. Children master what they can do and are very happy to communicate their ideas and thoughts. This means children become greatly interested and are keen, active learners. The childminder completes regular observations and assessments on children. She continually gains information from parents and shares children's interests and latest abilities with them. The childminder adds parents' observations into children's learning files and incorporates the information that is gathered into her planning. She effectively identifies the children's next steps in learning, which also informs future planning. Therefore, children make good progress in their learning and development from their starting points.

Children are highly confident and show good imaginative play and generally good communication for their age. They eagerly engage in a hairdressing role-play activity, ensuring the childminder's hair is presentable for the day ahead. Children manoeuvre hairdryers and tongs, opening and closing the tongs confidently and demonstrating that they handle equipment and tools effectively. This shows they have good control in their hand-to-eye coordination as they develop their physical skills. Children's imaginations are inspired further as they use these tools as microphones in their play. This enables children to represent their own ideas and thoughts through various resources and learn about a range of equipment. Children play with a wide range of small world toys and natural items, such as conkers and pieces of wood. They demonstrate how they can manipulate and balance items in small spaces and enjoy a discussion about the animals. Children say number names in this play, showing their early mathematical development. However, sometimes the childminder misses opportunities to maximise children's counting skills within everyday play experiences and routines. The childminder consistently engages children in conversations. She extends their developing communication by asking questions that encourage children to think and which they are keen to answer. However, the childminder occasionally overlooks chances to extend children's language skills and their pronunciation of words. This is because she does not always encourage them to listen to the different sounds in the word by saying the word back to them slowly and accurately.

The childminder has established strong relationships with parents. She encourages parents to have visits with the children to her home before they start in her care, which helps them to settle. The childminder continually assists parents to share in their children's accomplishments through various effective strategies. For example, she shares resources that children are interested in and asks parents to observe their children and pass on what they see their children can do. This means parents are fully involved in their children's development and learning in the setting and at home. As a result, children's achievements are effectively supported over time. Furthermore, they gain the skills needed for the next stage in their learning and the move to nursery and school.

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

The childminder and children develop close relationships. This is evident as children feel safe and secure to move about the childminder's home selecting their choice of play. Children engage the childminder in conversations and are confident around visitors in her

presence. There is a clear bond between the childminder and the children as they laugh, play and learn together. For example, children sit close to her at story time. They listen and pay attention and join in with familiar tales. Children anticipate key events of the story and respond with relevant sounds and actions. Children cooperate and take turns; they talk, answer and make comments to show they understand what others say. This promotes good relationships between the children and with the childminder. The childminder arranges stimulating, interesting and varied resources in her home. This encourages children to explore and investigate, which in turn stimulates their interest. For example, children use their imaginations as they create their representation of faces on a board. They share their ideas about their designs, such as the 'mouth' and the 'hair'. Consequently, children are highly confident and freely engage in play and cooperate well with other children.

Children behave well because there is a very strong emphasis on celebrating their achievements. The childminder is a positive role model for children and maintains a clear and consistent approach. She is fully aware of the need to manage behaviour at a level that is appropriate for children's ages and stages of development and understanding. For example, she encourages children to let others take a turn in using specific toys and offers lots of praise when they share. The childminder commends children when they find resources for others, praising their friendly behaviour. This effectively raises children's confidence and self-esteem. Children's understanding of how to keep safe is supported as they are reminded to not climb on chairs. Children discuss hot and cold taps in the bathroom while the childminder promotes their awareness of temperature further. This helps children begin to recognise and avoid potential hazards. Children are eager to exhibit their movements and dance in different ways as they listen and move to music. They are keen to jump and demonstrate their exuberance. This shows children are physically active and confident to move in a range of ways as they safely negotiate space. A variety of fruit and vegetables are offered to children for snack and children like to request their favourite choice. This ensures that children enjoy food and experience a variety of tastes. Parents provide a healthy packed lunch and the childminder encourages children to tell her what is inside. This means that children receive consistent messages regarding healthy options and eating, which contributes to their healthy lifestyle. Children independently follow good hygiene routines and are reminded of the importance of washing their hands before meals. The childminder ensures children's intimate care needs are sensitively met. As a result, children feel emotionally secure and healthy.

Effective settling-in procedures are in place, which ensures children are well supported in their move from home into the childminder's care. Parents provide information when children first start and this is continually reviewed and updated. This enables the childminder to know about children's ever-changing interests, abilities and individual needs. The childminder attends many local groups, such as toddler groups, to extend children's social experiences. This supports their confidence in group situations and they also learn about the wider community. The childminder is fully aware of sharing information with the teachers and other early years settings about children's learning and development. She has established links with local primary school to ensure that children are emotionally prepared when they move on to the next stage in their learning.

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

The safety and welfare of the children are a high priority for the childminder. She has a secure awareness of safeguarding children and understands her role and responsibilities in reporting any child protection concerns if necessary. This has been further enhanced as she has completed higher level safeguarding training. Safeguarding policies and procedures, such as risk assessments, are clearly written and the childminder refers to these confidently in discussions. All required household members are suitably checked and visitors' identification sought. The childminder maintains a register of children's attendance, including the times they arrive and leave. All the required documentation is well maintained. The childminder maintains confidentiality, but ensures appropriate documents are freely available for parents and visitors to view. This ensures that effective steps are taken to keep children safe at all times.

The childminder efficiently monitors the delivery of the educational programmes and has clear procedures in place to observe, assess and monitor children's progress. This ensures that all seven areas of learning are covered and the children are progressing well in their learning and development. The childminder holds a recognised childcare qualification and attends many training courses to further enhance her practice, knowledge and understanding. She has gained accreditation from the local authority, enabling her to provide funded early education to children. The childminder enthusiastically demonstrates her vision for her practice and shows an eagerness to ensure she continues to provide good quality provision for children. The childminder effectively reflects on her service and recognises her strengths and areas for improvement. For example, she has improved her planning to ensure it also embraces parents' observations of their children. She then uses these alongside her observations to provide interesting activities for the children. Since her last inspection, the childminder has successfully improved the way she gathers information about children's starting points, individual interests and stage of development from parents. She also appropriately completes regular fire drills with children and maintains a record of these. This means the childminder aims to continually enhance her provision and demonstrates a secure dedication to maintain consistency and security for children.

Partnerships with parents are well established. Parents provide positive feedback about the childminder through regular questionnaires and references. For example, parents comment that they like the well-presented journey of their child's progress with an array of evidence. Ongoing discussion, individual diaries, text messages and emails also keep parents well informed of their children's day and current learning. The childminder confidently discusses and understands the importance of working with other professionals to provide support for all children when the need arises. She has a clear awareness of the importance of working with schools and other early years providers to support children to make good progress. Therefore, the childminder has the knowledge to provide continuity of care and learning in order to help children to reach their full potential.

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	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	EY397746
Local authority	East Riding of Yorkshire
Inspection number	859903
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	19/01/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

