

Inspection date

28/01/2013

Previous inspection date

13/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Met

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

- Children thoroughly enjoy the free use of musical instruments. They show sound levels of independence and are motivated to learn. They are willing to have a go and show curiosity when exploring the environment.
- Observations describe children's learning and experiences, and link with the seven areas of learning. These are supported well with photographs and evidence of children's work.
- The childminder talks consistently to the children and she reinforces specific words to clarify their language. She models appropriate conversations to develop their communication skills.

It is not yet good because

- The planning and assessments of children are not consistent in-depth or breadth to build on children's interest and to identify the next steps in their learning, to ensure that they make good progress across all seven areas of learning.
- Activities are not always tailored to meet children's individual learning styles and meet any emerging individual needs, across the areas of learning and development.
- The childminder's self-evaluation does not clearly demonstrate 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 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 activities in the main room and spoke with the childminder throughout the course of the inspection. She also observed the lunchtime routine.
- The inspector looked at children's folders, containing observations, photographs and children's work. She also looked at children's tracking sheets and the planning.
- The inspector looked at the childminder's selection of detailed policies and procedures.
- The inspector also took into account the views of parents and children through the feedback sheets and references.

Inspector

Caroline Stott

Full Report

Information about the setting

The childminder was registered in 1998. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to work with an assistant. She lives with her husband and four children, west of Kinston-upon-Hull and uses the whole of the ground floor and the rear garden for childminding. The family

has three pet dogs and two tortoises.

The childminder has completed basic training including first aid and child protection. She attends a childminder's group and the local children's centre. The childminder takes children to a number of local playgroups on a weekly basis. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. She is a member of the National Childminding Association.

There are currently six children on roll, all are in the early years age group who attend for a variety of sessions. She is open all year round from 7am to 7pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- make use of on-going observation and assessment of each child's progress against all seven areas of learning; taking account of their starting points, age and stage of development and use this information to identify the next steps in their learning
- improve planning to tailor activities across the areas of learning to take into account children's individual learning styles and effectively meet any emerging individual needs, to support them in making the best possible progress.

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

- implement rigorous and effective plans for self-evaluation to inform priorities and set challenging targets for improvement.

Inspection judgements

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

The childminder has adequate knowledge of the seven areas of learning of the Early Years Foundation Stage. She provides a welcoming environment with varied toys and activities to arouse children's interest. However, planning, observation and assessment of children's learning are not covered in sufficient depth and breadth to challenge children effectively. Therefore, experiences and activities do not fully extend children's individual learning to enable them to make the best possible progress and to be ready for the next stages in their development.

The childminder talks consistently to the children providing a sound and relevant language

environment. She models appropriate conversations to children and reinforces specific words to clarify their language. This also develops their vocabulary and communication skills. Consequently, this encourages younger children's confidence to speak and develop simple sentences. Children thoroughly enjoy the free use of musical instruments; they are motivated and willingly have a go, curious to experience this play. Children excitedly blow through a recorder and show delight at the sound they retrieve. Children imitate actions and explore the musical instruments, gaining a sensory experience to move their whole body to. This encourages children to sing familiar rhymes and experiment with sounds, representing their thoughts and feelings through their imagination.

Physical development is actively encouraged as children eagerly embrace the opportunity to tap dance. The childminder motivates children by holding their hands to support the swinging of the leg movement, encouraging them to tap the toe then the heel and she offers consistent praise. This enables children to have a go and show their fascination and energy for this activity. This also supports children's awareness of physical exercise and moving confidently in a range of ways by empowering them to express themselves through body actions and to practise the control and coordination of their body movements.

Children's starting points are suitably sought on the 'all about me' sheets completed by parents prior to their child starting. Parents are encouraged to have pre-visits and to use daily diaries. Children's observation folders can be viewed at any time and the childminder encourages parents to have monthly meetings, to discuss children's accomplishments and interests, and any other issues for concern or to commend. This enables parents to be appropriately involved with their child's development and learning.

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

The childminder has a sound knowledge and understanding of developing positive partnerships with children and parents. She actively encourages them to become familiar with her home, through visits and meetings. In addition, parents are provided with a daily diary, which keeps them abreast of their child's care, learning and development. Children are settled and establish secure emotional attachments and appropriate bonds with the childminder. They go to the childminder for cuddles and kisses and interact with the childminder and their peers well. Children develop confidence and self-esteem because the childminder provides consistent praise and encouragement. For example, she praises the children for playing their instruments beautifully, which is rewarded with cuddles and kisses, displaying secure attachments and relationships.

The childminder encourages positive behaviour as house rules are established with the children. These are displayed in pictures for younger children to understand. This demonstrates consistent boundaries expected and provides children with clear guidance on acceptable behaviour. Children happily access their own toys and equipment; they play cooperatively and move around the childminder's home independently. This promotes children's confidence to move and speak within familiar surroundings and engage in play with others. The childminder positively supports children to enable them to understand and manage their own hygiene and personal needs. For example, children say when they

need the toilet, are hungry and that they need to wash their hands. This establishes healthy practices and develops children's independence.

The childminder is developing positive relationships with the local school as she takes and collects the children. She discusses topics and accomplishments with teachers, parents and children to establish if children are settling suitably. The childminder attends a number of local groups on a weekly basis. Consequently, children learn important social skills, such as cooperation, turn-taking and extending relationships with other adults and peers. This provides the opportunity for the children to share experiences, and develop and explore other activities, such as the craft and music groups.

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

The childminder observes and assesses children learning adequately. She completes informative 'play, learn and grow together sheets', which provide a summary of what they did during an activity, complemented with photographs and evidence of the children's work. The childminder tracks children's observations to gain an understanding of their accomplishments. However, she does not use this information to precisely identify and understand children's level of achievement, their interests, learning styles and next steps in development. Without this information she does not effectively plan a broad range of experiences to support them in making the best possible progress in their next steps in learning.

The childminder's knowledge of the safeguarding and welfare requirements is satisfactory. She ensures her home is welcoming and secure through keeping doors and safety gates locked. She completes training as required and risk assessments are completed for her home and outings. Insurances and detailed policies are in place, daily safety checks, including smoke alarms and carbon monoxide checks, are recorded. These protective measures combined with close supervision, minimises any potential risks to children.

Partnerships with parents are positive; they write highly of the service she gives, through feedback sheets and references. The childminder completes improvements satisfactorily as suggested through the local authority advisor. However, she has not yet implemented a rigorous and effective evaluation of her service to set challenging targets and plan priorities, to develop and enhance her provision. Therefore, the drive for improvement is not clearly demonstrated through identified strengths and weaknesses. The childminder is developing valuable links with the local school and pre-schools. She presently shares information verbally as needed, on a daily basis.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	313345
Local authority	Kingston upon Hull

Inspection number	800411
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	13/03/2009
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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