

Inspection date	31/01/2013
Previous inspection date	22/10/2008

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

- Children's interests are suitably provided for, with freely accessible resources helping to keep them motivated. The childminder understands appropriately how children learn through play.
- Observations and photographs are used to record children's learning and experiences, and these link sufficiently well to the seven areas of learning. Planning is relevant, based on children's interests and used to support their learning and development.
- The childminder understands the importance of promoting the health and safety of the children in her care. She continually assesses and minimises risks to children, enabling them to use the downstairs areas appropriately.

It is not yet good because

- Children's learning and development is not assessed accurately and consistently and this hinders precise monitoring of their progress.
- The childminder does not engage all parents and carers in contributing to their children's learning and development folder, or in fully sharing what they know about their child. This prevents her from clearly establishing children's starting points with parents on entry.
- The childminder is not effectively self-evaluating her provision in order to identify areas for development and set targets for future improvement. She also does not routinely take account of the views of parents and children to help her with this.

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 childminder's home and spoke with her throughout the course of the inspection.
- The inspector observed the snack-time and lunchtime routines.
- The inspector looked at children's folders, containing observations, photographs and children's work. She also looked at the childminder's planning.
- The inspector looked at the childminder's selection of policies and procedures and arrangement for self-evaluation.

Inspector

Caroline Stott

Full Report

Information about the setting

The childminder was registered in 2000. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Kingston upon Hull and uses the whole of the ground floor and the rear garden for childminding. The family has two cats and two rabbits.

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

There are currently three children on roll, all are in the early years age group who attend for a variety of sessions. Two school-aged children also attend before and after school. The childminder operates all year round from 7.30am to 5.30pm 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:

- use observations of each child's achievements more effectively to monitor their progress by ensuring each child's level of development is assessed against all seven areas of learning; taking account of their starting points and age and stage of development.

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

- improve methods for establishing children's developmental starting points with parents at the beginning of the placement, so that experiences and activities can be planned to match children's learning needs
- develop further partnerships with parents by encouraging them to share information about their child's learning at home and by keeping them informed about their child's achievements and progress
- use self-evaluation more effectively to identify areas for development by seeking and using the views of parents and children and developing ways of ensuring that any planned improvements are successfully implemented.

Inspection judgements

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

The childminder has a suitable knowledge of the prime and specific areas of learning within the Early Years Foundation Stage. She provides developmentally appropriate experiences for the children in her care. For example, the children's current interest of pressing buttons and pulling levers is stimulated by the use of interactive toys. The

children enjoy exploring many different toys available about the room, including those that have sounds and flashing lights, or allow children to repeat words and instructions. This encourages children to explore using all their senses as they imitate the sounds and repeat actions to gain the required response again. This supports children's understanding, and helps them to successfully explore and use objects so that they learn a variety of skills that are fundamental to their early learning.

The children enjoy the experience of sitting closely with the childminder as she reads a familiar book. They point to items of interest, and develop their language skills as they learn to pronounce and understand the new words introduced by the childminder. Children's communication and listening skills are supported well as they request and listen to a favourite music CD; following the instructions to join in with the sounds and actions. For example, they eagerly pretend to carry out familiar daily routines, such as cleaning teeth and washing their faces. This helps children to develop confidence in their own abilities and to learn about healthy hygiene practices in a fun way. Children use play mobile phones to inspire their imaginations, and the childminder uses this activity to promote children's language skills further by repeating words, such as 'hello' and 'mama'.

Children enjoy making marks as they draw on a large roll of paper laid out on the floor. They kneel down to use felt tip pens; drawing lines and swirls that help them to practise their early writing skills. Children rotate themselves on the spot, delighting in the new experience of feeling slightly giddy. The childminder uses this to encourage the children to copy each other so that they learn how to move safely in a variety of ways, and gain confidence in their own body movements. Children hunt for finger puppets within the toy box, looking for a recognised familiar creature. This engages children in developing an awareness of the world as they make animal sounds and movements.

Parents are encouraged to visit the childminder's home with their children, prior to starting the placement, so that the children can become familiar with the new environment. She encourages parents to view her policy and procedure folders and discusses children's needs and care routines with them. This promotes positive relationships with parents and children, and ensures secure bonds are formed that help children to settle. However, she does not effectively encourage parents to contribute to the initial assessment of children's starting points by ensuring she gathers important information from them about their children's interests and abilities. This hinders the childminder from gaining a clear picture about what children already know so that she can plan to help them to learn more. In addition, while parents are encouraged to view the observations made about their children's learning, this is not always successful, and there is more to do to help parents fully understand the progress their children are making.

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

The childminder develops appropriate bonds and emotional attachments with the children in her care. They look and go to her for comfort, and play with her and other children reasonably well. For example, children play alongside each other with the garage. They negotiate their car along the slope and move levers up and down. This means children learn to share their experiences and develop an awareness of the importance of being

kind and sharing their toys. Children access their own choice of playthings from easily accessible toy boxes. They play happily, show interest in what they are doing and are learning to make choices independently. The childminder supports the sign language some children use at home; encouraging the use of relevant signs for such things as 'please' and 'thank you', during snack time. This supports children in using a variety of different ways to communicate that build on and extend their use of sound and language.

Children's physical development is encouraged well. They use a variety of different skills to push around a wooden trolley and place wooden blocks into its tray. For example, they bend up and down, squat to load blocks, and gain control and co-ordination by mastering manoeuvring the trolley around other toys and people. This supports their movement in a range of ways and helps them to negotiate space successfully. Children are encouraged to wash their hands using soap and water, 'whatever their age', and familiar rhymes are used to ensure this is done well. Snack and lunch times are sociable occasions and a healthy diet is promoted as children enjoy a wide range of fruit and vegetables. This supports children in learning about how to make healthy choices and develops their confidence in trying new foods.

The childminder is developing positive relationships with other settings children attend. For example, she talks to teachers as she takes and collects children from school. She also attends many local groups, such as the soft play centre and children's centre, so that children have opportunities to widen their social and learning experiences. This enables children to explore other facilities and situations with confidence because they know that the childminder is close by.

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

The childminder observes children appropriately, she completes useful observations which are clear and describe children's learning and accomplishments, and are supported with photographs and evidence of children's work. The childminder records children's individual next steps in their learning and development, and uses these to plan future learning experiences. However, children's overall progress is not yet precisely monitored because the childminder does not have a clear picture of their starting points. This limits the childminder's ability to effectively plan to move children forward and to identify any additional help and support they may need, so that they can make the best possible progress.

The childminder has a sound understanding of the safeguarding and welfare requirements. She completes detailed risk assessments for her home and outings, including travelling by car or public transport. She uses songs and rhymes and discusses road safety with children, to promote a suitable awareness of safety that is appropriate for children's age and stage of development. For example, she has put into place a clear fire evacuation procedure and conducts regular fire drills with the children so that they know how to leave the home quickly in an emergency. Insurances and various policies and procedures are in place to keep children safe and secure whilst in her care. The childminder has ensured she has completed actions and recommendations raised at

previous inspections, ensuring some improvements have been made to her practice. She reflects on some aspects of her practice in order to develop and improve what she does, however, self-evaluation is not rigorous enough to help her set challenging targets and identify priorities for change that are focused on raising children's achievements over time. For example she does not use the views of parents and children to help her consider how she can change and improve children's learning and her childminding practice.

Partnerships with parents are satisfactory, and they make positive comments about the care and support she gives to their children. She supports the use of children's home practices, such as the use of sign language, so that children benefit from familiar and consistent routines. The childminder is developing important links with the local school, and this is being further developed as new children attend. She presently shares information verbally as needed, on a daily basis. The childminder attends many toddler and childminding groups with the children, to extend their social skills. This means children benefit from building positive relationships with their peers and other adults so that they gain the confidence needed for the next stage in their learning.

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	313299
Local authority	Kingston upon Hull
Inspection number	889391
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	22/10/2008
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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