

**Inspection date**

11/04/2013

Previous inspection date

29/04/2009

**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 well-qualified, knowledgeable and has an excellent awareness of how young children learn. As a result, children's learning is extended efficiently through play, enthusiastic discussions and group activities.
- Children are highly confident and show a superb level of independence for their age because the accessible resources are developed to meet children's individual interests and needs. Consequently, this motivates them to be actively engaged in their learning.
- The childminder provides a rich varied and imaginative educational programme, with precise assessment and planning for individual children. This is supported through an effective online software system where parents also contribute to their child's learning.
- Partnerships with other professionals are highly effective in providing for children's individual needs. Children make superb progress and transitions in and out of the setting are exceptionally well-organised to promote continuity of care and learning.
- The childminder is meticulously organised and undertakes thorough observations, which are reflected in her planning and meet the unique needs of every child, ensuring that they make superb progress in their learning and development from their starting points.

## 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 activities in the two playrooms and completed a joint observation with the childminder.
- The inspector looked at children's profiles and the planning, also looked at a selection of policies and procedures using the online software system.
- The inspector observed the snack and the lunch time arrangements and spoke to the childminder throughout the course of the inspection.
- The inspector also took into account the views of parents through their references and children spoken to on the day.

**Inspector**  
Caroline Stott

## Full Report

### Information about the setting

The childminder registered in 2003. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, one adult child and two children aged eight and 10 years in Bilton near Hull. She uses the whole of the ground floor and the rear garden for childminding. The family has two dogs and a pet cat.

The childminder attends a childminding group and the local toddler group. She visits the local shops, library and park on a regular basis and collects children from the local schools and pre-schools. The childminder has a childcare qualification at level 4.

There are currently 12 children on roll, of these six are in the early years age group and attend for a variety of sessions. Six are school-age children who attend before and after school. The childminder is open all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

### What the setting needs to do to improve further

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

- continue to develop the excellent knowledge and superior level of understanding of how children learn, for example, by completing the early years degree.

## Inspection judgements

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

The childminder's teaching is rooted in an excellent knowledge and superior level of understanding of how children learn. She uses purposeful and developmentally appropriate, rich, varied and imaginative activities to support children's interests. The childminder engages them effectively in their learning and development, through play, enthusiastic discussions and group activities. She observes and assesses children thoroughly, monitoring their progress across all seven areas of learning efficiently, using a dynamic online software system. This ensures that each child reaches their expected level of development. The childminder provides a first class range of resources and activities to support children's interests and gain their attention. Children self-select their choice of play from the well-organised rooms developing their interest further through active experiences. For example, children explore many different interactive toys available about the room. Younger children gather up cars to place and negotiate them down the ramp of

the garage, energetically repeating this pattern of play. They press buttons and pull levers to gain a response, following actions and combining movements, concentrating on the task they are highly involved with. This encourages younger children to actively explore using all their senses. In addition, their understanding, manipulation and handling of objects are fully supported. As a result, children develop the fundamental skills needed for the next stage of their learning.

Children's communication skills are highly motivated through regular conversations throughout the children's time with the childminder, which promotes enthusiastic dialogue. For example, during the play dough activity, older children discuss their plans for the day and previous events confidently. They talk about visiting the pre-school, the library and outings to the train museum. Children describe these experiences thoroughly and with great detail, listening to what others say. They answer questions energetically and give meaning and understanding to their thoughts. This means older children express themselves effectively and are able to explain about events and experiences that have happened and things they would like to do. They also discuss shapes and numbers formed, such as circles and the number eight, as they play and manipulate the dough in their hands and on the table. This displays their mathematical understanding, which is extended further as the childminder expertly prompts children to look for numbers and shapes around the room. Younger children actively make marks on the dough using tools and their fingers. The childminder effectively supports them as she also makes marks and describes what she is doing. She introduces words, such as 'squeeze' and 'squash', to extend younger children's vocabulary. The childminder reads a familiar story at children's request, which encourages their communication and listening skills. She motivates them to join-in with repeated refrains and actions and they anticipate key events in the story superbly.

An activity of 'pass the beanbag' enables older children to practise movements in a variety of ways. The childminder motivates children to follow challenging movements appropriate to their age and stage of development. For example, she encourages children to throw beanbags to named children and extends this by throwing specific patterned beanbags to named children. This helps them to gain a positive awareness of themselves and others and of their capabilities, while encouraging their physical development. Children show good control and coordination in their large and small movements and display confidence in their own abilities.

Partnerships with parents are highly effective as the childminder is committed to working together with them to ensure continuity of care and learning is achieved for all children. Children's settling with the childminder is helped through regular visits and meetings where parents share what they know about their children. Children's starting points are sought and completed by parents prior to their child starting. Parents are encouraged to use the innovative online software to observe and add to their child's daily diaries. They have access to their child's profiles and the childminder's policies and procedures. The childminder holds valued parent meetings regularly to discuss and share their children's individual needs and progress in their development. This also provides the parents with the opportunity to talk about children's interests and achievements, and any concerns they may have. The childminder has implemented the progress check at age two and, using shared knowledge with the parents, has planned inventive ideas to move children forward

in their development. This enables parents to actively contribute to their child's development and learning effectively.

### **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 and they enter her home happily, engaging in their play immediately. A welcoming environment is set up to support and assist their current interests and needs. They sit on the childminder's lap and display their affection through cuddles. Older children play cooperatively with their friends, for example, they develop their own role play in the play kitchen. They make pretend food for adults, discuss what they are making and act out scenarios they have observed in their experiences. Younger children are supported by the childminder as they play alongside the older children. This means early friendships are built and positive relationships are encouraged in the childminder's home.

The childminder ensures she records information from parents about their child's routines and their likes and dislikes on starting point sheets. This enables her to plan precisely for each child's needs and they settle readily. The online software enables parents to have regular updates on their children's interactions and experiences throughout the day and to be able to comment on these quickly. This facilitates the high standards of care and learning the childminder provides. The childminder attends local groups to support children's interests and needs and provide them with time to collaborate with their peers. For example, she visits the library for the story and activity of the week. This significantly helps to prepare children for the transition to pre-school or school.

Children show a strong sense of belonging and show excellent confidence as they move freely around the rooms. The childminder encourages children to use good behaviour through clear guidance because she consistently uses praise and encouragement to promote children's self-esteem and confidence. This means children behave exceptionally well and use 'please' and 'thank you' unprompted in their play and during activities. The childminder places the upmost priority for children to think about their own safety, reminding them to sit safely on chairs and not to stand on them. This enables children to gain an understanding of managing their own safety and the consequences and risks involved, such as falling and hurting themselves.

Snack and lunch times are sociable occasions and promote a healthy diet because the childminder encourages children to choose from a wide range of fruit and vegetables. This helps them to understand about making healthy choices. Children are encouraged to develop healthy lifestyles and excellent hygiene practices are followed to ensure their health needs are fully met. They thoroughly enjoy physical activities, such as playing in the ball pool, and develop their small skills as they competently manipulate play dough.

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

The childminder has a comprehensive understanding of the seven areas of learning and how children learn effectively. Children's learning and development is assessed thoroughly

through meticulously organised observations, which are linked to the seven areas of learning. This means the unique needs of every child is met and that they make superb progress in their learning and development from their starting points. The childminder uses children's interests to inform planning and the next steps in their learning and development. She also details activities and resources to extend their individual learning and meet their individual needs.

The childminder's knowledge of the safeguarding and welfare requirements is excellent. She ensures her home is very secure and keeps detailed risk assessments, which ensure that potential hazards to children are identified and minimised. Thorough policies are in place and effectively implemented to ensure children's welfare and safety. Children's welfare is consistently promoted, as the childminder has a thorough knowledge safeguarding procedures. This, along with close supervision, minimises any potential risks to children and keeps them absolutely safe. The childminder undertakes rigorous self-evaluation of her provision. She has identified clear targets and efficiently documents all improvements as she strives to maintain and reach higher achievements for her setting and the children. The childminder reflects on her practice critically through regular action plans to monitor and to improve the provision so that children make excellent progress in their learning. The childminder is presently working towards her degree to improve her professional development and ensure children benefit from her updated knowledge.

The childminder has an excellent relationship with parents and they write very highly of her service through detailed references. They actively contribute to children's learning and development and add comments and ideas to improve her service. She has developed good links with the local schools and pre-schools and is a member of the local childminding group. The childminder works in partnership with settings that children also attend to further enhance children's continuity of their learning and assessment. The childminder works effectively in partnership with other professionals in order to meet children's individual needs and ensure help and interventions are quickly secured so children and their families gain the support they need. For example, speech and language therapists visit children in the childminder's home and she attends meetings in order to meet their well-focused individual plans.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 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 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

<b>Unique reference number</b>	EY249041
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	860307
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	

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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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