

Inspection date	07/05/2013
Previous inspection date	21/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder is very confident in teaching children through a wide variety of indoor and outside play and learning experiences. She understands how children learn and how to adapt activities to meet each child's needs.
- The childminder is well informed and has a secure knowledge of the requirements of the Early Years Foundation Stage, child development and the seven areas of learning which she translates effectively into practice.
- Children are motivated to learn because they feel safe, secure and form close attachments to the childminder. They are provided with a warm, welcoming and stimulating environment in which to play, learn and express themselves.
- Children are very well supported to move onto other settings or school as they are sensitively introduced to wider experiences beyond the childminding provision. They are well supported to develop the necessary skills and positive attitudes to embrace new challenges with self-confidence.

It is not yet outstanding because

- The childminder has yet to fully develop parents' confidence to share their future aspirations for their child's learning, in order to strengthen the targets she sets for children's next steps in learning and complement home learning experiences.

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 spoke with the childminder and observed her working with children, indoors and outside, throughout the inspection.
 - The inspector looked at a sample of children's records of their learning and progress, the settings policies and procedures and other documentation.
 - The inspector took into account the childminder's self-evaluation of her provision and written comments left by parents which contribute towards this process.
 - The inspector spoke to children present during the inspection and watched them at play. Toys, equipment and resources were also observed.
- The inspector carried out an observation of the childminder working with children outside during a seed planting activity. A discussion took place following the activity with the inspector taking into account the views of the childminder regarding children's learning taking place and teaching methods she used in support of this.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder was registered in 2002. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged eight years in a house in Welton, a village in the East Riding of Yorkshire near to Kingston-upon-Hull. The whole of the ground floor of the property and the enclosed rear garden are used for childminding. The family has pet dog.

The childminder attends a toddler group, childminding groups and activities at the local children's centre. She visits the library and park with children on a regular basis.

There are currently eight children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- extend the ongoing dialogue and sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

Children get involved in high level role play. They dress up in a variety of different outfits that are readily available and quickly assume the role of the character they are acting out. For example, a child dresses up as a policeman using a walkie-talkie to speak into. Others are nurses, confidently manipulating a variety of bandages and pretend first aid equipment and medical supplies to make broken bones 'better'. This shows children are making sense of the world in which they live and are acting out experiences and using knowledge they have gained to further develop their learning. The childminder skilfully asks children open questions to make an assessment of their understanding. She adapts her questioning, as she does activities, to include all children to make sure she meets the needs of everyone including the youngest children and those who require more challenge. A tent in the corner of the playroom provides a quiet place for children to crawl into. The

dolls inside are wrapped in blankets and children talk about them being 'poorly' as they have bandages on their heads. Children show concern as the dolls are carefully removed from the tent and one child asks if they need a wheelchair if they 'can't walk'. This initiates a discussion about hospitals and safety. A child confidently remembers about not running near water. The childminder encourages this type of impromptu discussion promoting children's thinking and conversation. It provides her with good information about children's ideas, interests and level of understanding.

Children learn as they play because the childminder provides high levels of supervision and continually interacts with them to offer excellent support. For instance, she regularly introduces new words or provides demonstrations. For example, how to roll up the bandages neatly or correctly name and discuss the use of the different toy medical instruments the children use. The childminder quickly adapts the tent to be a hospital or a travel agent depending on the current interests of the children. This means children learn by the childminder's prompt response and first hand experiences that link to their ever changing learning and development needs.

Children benefit from an interesting week that includes trips and outings to various places in the community. They attend local playgroups, activities at childminding groups and local children's centre. They regularly visit the library, park and feed the ducks. This supports children to socialise and become aware of different locations and amenities in the area. It helps them prepare for change, including when they attend other settings or school. Sometimes additional toys and resources are borrowed from other childminders or the children's centre. This provides children with access to a wide variety of resources to support their learning. Children know that some of the resources are stored away in the cupboards in the playroom. The childminder provides them with a book of photographs of the different toys and resources helping them make independent choices despite the challenge when equipment is not readily available.

Children are kept busy, active and well occupied. This helps them to behave very well. They show care and concern for one another and understand about sharing and taking turns. For example, one child said another child could keep the toy he showed a preference for a while longer as the other child had only had it for a short time, indicating this measurement with hand gestures. Not only does this show that children are developing respect for one another it demonstrates a growing awareness of length of time and contributes to children solving problems for themselves. A superb variety of story and reference books are provided and includes those which help children understand about different cultures and religious beliefs and being part of a multi-cultural society.

Parents are regularly kept informed about the progress their children are making. Clear and accurate progress checks at age two are carried out. Each child is given a personal file in which is placed records of the childminder's observations and assessments of children's progress and next steps of their learning journey. In addition, face-to-face conversations take place, email is used and written diary recordings used to share information. The childminder provides parents with the opportunity to write comments about different activities their child has enjoyed away from the childminding setting. There is scope to enhance this already good practice by supporting parents further in understanding what their children are learning, which enables them to follow this up at home.

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

Children form warm and trusting relationships with the childminder. This is evident because they approach her easily and are calm and confident in her company. Children are not upset by the presence of the visiting inspector which shows they feel safe and secure. When children start at the setting, secure arrangements are established to help children adjust to their new surroundings and leave their parents with minimal distress. Good information sharing helps to support this and ensures the childminder is fully aware of how to respond to each child's needs.

The childminder works closely with parents to provide food and snacks for children and is respectful of parents' wishes. For example, she swaps red meat for a vegetarian substitute following a recent food source scare. The menu of home cooked meals contains healthy choices for children. They are encouraged to be active in their decision making by choosing from a tempting variety of fresh fruits at snack time. They get involved in cooking and baking activities that involve, for example, children making sandwiches, buns and pizzas. The childminder has noticed the positive effect that involving children in preparing their own food has on their attitude and willingness towards tasting a wider variety of meals. Children plant and grow seeds, such as sunflowers and broad beans as part of the outdoor activities. This supports their understanding of the food chain.

Outdoor activities frequently take place in the attractive garden. For instance, children paint, use a variety of mobile and large pieces of equipment and get involved in activities to develop their sense of exploration and curiosity. They play with sand, water and cereals. The childminder helps children be aware of safety in the sun. She talks to children about this as they help to find their sunhats and sun cream. She ensures she places a mat under the shade of a tree for activities that require children to sit and be less active, therefore, avoiding sun burn. This helps children to learn how to protect themselves and develops good, safe habits for the future.

Children like to dress themselves and know where to find their belongings. They persevere with tricky zips on coats and this helps to develop independence and promotes the skills they will need when they join school. The outdoor area is equally as interesting, attractive and conducive towards children's learning as the indoor environment. Children use the outdoors frequently, benefitting their health and well-being.

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

The childminder is very clear and confident in her arrangements to protect children and keep them safe. She knows the different signs, symptoms and types of abuse and understands the appropriate action to take if she has any concerns about a child's welfare

or well-being. She has attended safeguarding training and has written guidance in place for referral if needed. The childminder ensures her setting is safe by regular visual checks and written records of risk assessment. She employs positive action to restrict children's movements inside and outdoors. For example, she uses gates to prevent children entering the kitchen and low dividers to prevent the dog using the grassed area that children use in the garden. The childminder involves children in practising the evacuation procedure so they know what to do in the event of an emergency. All required policies and procedures are in place to support the effective operation and management of the setting, contributing towards children's welfare and safety.

The childminder is confident at providing a broad and well-balanced programme of education for children to help them make good progress towards the early learning goals. She has a secure understanding of how children learn and has a responsible attitude towards ensuring she is well equipped to support children's learning through good quality teaching. For instance, she has a positive commitment towards training, networking and working alongside other professionals to keep updated with current information. She appreciates the value of working with other providers of parallel settings that children attend and with parents to ensure continuity of care and learning. Her written reports regarding children's achievements, progress and future learning targets are based on sound knowledge and understanding and effective use of written guidance such as 'Development Matters in the Early Years Foundation Stage'. This ensures children are developing in line with that which is typical for their age and helps to raise any areas for concern where extra support may be needed. She places high priority on focussing on the prime areas for children's learning; communication and language, personal, social, emotional and physical development, which form a firm basis for children's future learning.

Self-evaluation is thorough and takes into account the views of parents and children. The childminder has taken on board issues raised at the previous inspection resulting in effective improvements regarding children's safety, well-being, learning and development. The efficient use of reflective practice has resulted in an improved judgement at this inspection. The childminder is very receptive to develop her provision for children, particularly through expanding her knowledge and understanding by working in partnership with others.

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 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

Unique reference number	EY103716
Local authority	East Riding of Yorkshire
Inspection number	819496
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21/04/2010
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, 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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