

**Inspection date**

25/06/2013

Previous inspection date

02/10/2008

**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**

- Partnerships with parents are highly effective because the childminder expertly supports them to actively contribute to their children's learning. They add to initial assessments of children's starting points on entry and consistently add their observations and views to their children's learning and development folders.
- The innovative environment of 'nana shell's' summerhouse and vibrant play areas in and out of doors enables children to become deeply involved and motivated in their interests and learning, empowering them to consolidate what they can do.
- The childminder is meticulously organised and undertakes thorough observations, which are reflected in her planning. She monitors children's level of achievement precisely and effectively to ensure they are within the expected range.
- Children have exemplary support to develop language and communication skills, as a result of the childminder's enthusiastic conversations and high expectations for each child. She models valuable vocabulary and language in order to extend their thinking and understanding.
- The childminder motivates children to follow challenging movements appropriate to their age and stage of development which enables them to become extremely confident and self-assured.

## 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 summerhouse and in the garden. She also completed a joint observation with the childminder.
- The inspector looked at the children's folders and the planning, and also looked at a selection of policies and procedures.
- The inspector observed the snack and the lunch time arrangements, and also spoke to the childminder throughout the course of the inspection.
- The inspector also took into account the views of parents and children through their feedback sheets and their references.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the east of Hull. The childminder uses the whole of the ground floor and the rear garden for childminding. The family have a pet dog.

The childminder attends a childminding group and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder has an appropriate childcare qualification at level 3.

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

## Inspection judgements

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

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage, rooted in a very secure knowledge of how young children learn and develop. She encourages children to freely access a wide range of well-organised resources indoors and outdoors, and follows their interests to support their learning. The childminder's teaching highly motivates children to engage in play and conversations. She provides stimulating activities and experiences and joins in with their play skilfully. This enables her to gain children's attention and promote and link their learning. For example, as they explore jigsaws the childminder reminds children of other children's favourite toys and items of great interest, such as 'daddy's car'. Therefore, children's thinking and understanding is supported effectively in order to help them make connections in their experiences. The childminder completes highly accurate initial observations of the children from when they start and includes parent's initial observations. This enables her to plan age and stage appropriate activities for children,

taking into account their interests and next steps of learning. She assesses children thoroughly, monitoring their progress across all seven areas of learning efficiently using progress sheets and an overview grid. The childminder therefore supports children's learning and development very effectively in order for them to make rapid progress.

Children's language and communication skills are highly motivated through enthusiastic conversations throughout the children's time with the childminder, which promotes animated talk. For example, as they draw on a whiteboard the childminder models valuable vocabulary and language in order to extend children's thinking and understanding. They actively discuss children at school while the childminder writes their names and family members. She stimulates children's awareness of colours, shapes and marks made skilfully to build on their current learning. As children explore books the childminder prompts children to think about animals and the sounds they make, and reminds them of where they have seen these animals locally. This inspires an awareness of the local community and enables them to remember experiences and their involvement. A discussion around looking after dolls promotes children's knowledge of facial and body features. Consequently, children's understanding of self-care and family members and friends are promoted along with building very positive relationships.

Children self-select their choice of play from the well-arranged environment to develop their interest further through active experiences. For example, children use pretend tools effectively displaying their understanding of how they work. They turn and wind tools, and follow actions and combine movements, concentrating on the task they are highly involved with. This assists children's manipulation and handling of objects and fully supports their physical development. The childminder has high expectations for children and talks about how proud she is of them. For example, she uses many spontaneous learning opportunities to extend children's learning. As children investigate the small pool table the childminder promotes colours of balls and numbers, and directional language. During personal routines, such as hand washing the childminder sings nursery rhymes to encourage children's language and number order recognition further. This supports children's learning through active opportunities which stimulate and reinforces all the areas of learning, such as mathematical development.

Excellent partnerships with parents complement the process of observation and assessment. Children's starting points on 'all about me' sheets are completed by parents before their children start with the childminder. This provides the parents with the opportunity to share children's initial interests and achievements, and any concerns they may have. Parents look at their children's folders regularly which make them fully aware of the achievements their children make. They add their observations from home and make consistent comments to the childminder's observations to clearly support children's next steps in their learning. Activities are displayed on the planning sheet for parents to see what their children are doing and also so they can link and extend their children's learning at home. The childminder is ready to implement the progress check at age two and understands that she must involve parents in this assessment in order to develop ideas to move children forward in their learning and development. This enables parents to be highly involved with their children's progress.

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

Children show a very strong sense of belonging and demonstrate excellent confidence as they move freely around the childminder's home, 'Nana Shell's' summerhouse and the garden. They are extremely well-settled and comfortable in the childminder's care, as a result of the constant conversations which help them develop secure attachments to her. 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. They learn to keep themselves safe as she reminds them to not run through the summerhouse and demonstrates how to use the scooter safely. This enables children to gain an understanding of managing their own safety during explorations and of the possible risks involved, such as falling and hurting themselves.

Children's physical development is promoted extremely well. The childminder motivates children to follow challenging movements appropriate to their age and stage of development. For example, a scooter race enables children to balance and practise their movements, under the skilful watchfulness of the childminder, ready and alert for unpredictable movements or falls. Children show good control and coordination in their large and small movements for their age and display confidence in their own abilities. This helps them to gain a positive awareness of themselves and of their capabilities, while encouraging physical exercise. Lunch is provided by parents in a 'pack up' and the childminder promotes a healthy diet as she encourages children to choose from a wide range of fruit. This means children are supported to make healthy choices and gain an understanding of healthy eating. Excellent hygiene practices are followed to ensure their health needs are fully met.

The childminder has excellent partnerships with the local school which ensures consistency of care and a regular exchange of information about the children. For example, she visits the local nursery and school, attending their plays and sport events with the younger children. This significantly helps to prepare children for the transition to nursery or school. The childminder also attends local groups to support children's interests and needs further and provide them with time to collaborate with their peers. For example, she visits the library for the story and activity of the week.

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

The childminder ensures the utmost priority is placed on safeguarding children. Children's welfare is consistently promoted as the childminder has a thorough knowledge of the local safeguarding procedures if she has any concerns. The childminder makes certain only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect the children. This along with close supervision minimises any potential risks to children and keeps them absolutely safe. The childminder ensures her home and garden are very secure and keeps detailed risk assessments, which ensure that potential hazards to children are identified and minimised. Detailed policies are in place and effectively implemented to ensure children's well-being and safety. This means the premises are secure and safety measures are in place to

create an environment that is welcoming, safe and stimulating for children.

The childminder is keen to provide the highest quality care and learning for the children and works hard to improve her practice. She uses her qualifications and previous experience to excellent effect when planning the children's activities and managing her service. The childminder has a high level of understanding to support children to learn and develop to the best of their ability. Children's learning and development is assessed thoroughly through meticulously organised observations, which are linked to the seven areas of learning. The childminder uses children's interests to inform the planning and the next steps in their learning and development. She assesses their progress effectively on overview grids to monitor their progress in their learning and development from their starting points. Therefore, children make consistently very good progress in their learning and she is able to quickly identify if any gaps are emerging.

The childminder has completed an effective self-evaluation of her provision and asks both parents and children for their views of the care she provides in order to ensure her service meets their needs. She has identified clear targets and strives to maintain and reach even higher achievements for the children in her care. She attends training to further enhance her first rate understanding and practice. The childminder is confident about developing activities and routines to further support children's developing interests. For example, attending dance classes. Permission slips are gained for all outside activities and outings, along with thorough risk assessments.

The childminder has an excellent relationship with parents and children, and they write very highly of her care through detailed references and feedback sheets. Parents actively contribute to children's learning and development folders. The childminder works effectively in partnership with other professionals in order to support children and their families. For example, she attends scheduled meetings with the health visitor to support the parents further, such as attending the organised health check to complement the progress check at age two.

### **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>	313381
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	868137
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/10/2008
<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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