

Inspection date	29/07/2013
Previous inspection date	24/10/2011

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

- Children are highly confident and show a good level of independence for their age, as a result of the carefully organised learning environment that supports interesting and stimulating experiences which build on their interests and engage them in imaginary play.
- The observations, planning and assessments are used effectively to help the childminder to understand individual children's level of achievements, their interests and learning styles, to enable her to shape learning experiences for each individual child.
- High regard is given to supporting children's language development because the childminder extends and develops children's ideas and understanding, through play, discussions and explanations to promote their learning through shared experiences.

It is not yet outstanding because

- There is scope to strengthen children's investigations and explorations of the natural world to help them learn about similarities and differences in the environment.
- Children do not consistently have rich opportunities to make marks for different purposes and in activities which encourage children to experiment with writing.

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 kitchen, dining room and conservatory, and also in the garden.
- The inspector looked at children's folders and the planning and assessments. She also looked at a selection of policies and procedures.
- The inspector observed the snack and the lunchtime arrangements. She also completed a joint observation with the childminder and spoke to her throughout the course of the inspection.
- The inspector took into account the views of parents and children through the feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

The childminder registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and one child aged 11 years in the east of the city of Hull. The childminder uses the whole of the ground floor and the rear garden for childminding. The family has a pet dog.

The childminder attends childminding groups and visits the local libraries, shops and parks on a regular basis. She collects children from the local schools and pre-schools. The childminder has an appropriate childcare qualification at level 3. She is an accredited childminder and is a member of the Professional Association for Childcare and Early Years.

There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm Monday to Friday, except for family holidays. She 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:

- provide further opportunities for children to investigate the natural world through the use of a variety of materials, both inside and outdoors
- extend children's experiences for writing for different purposes further by, for example, providing an even wider range of opportunities, such as in role play and imaginary daily play.

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 a good knowledge of how children learn and develop. She uses purposeful and developmentally appropriate, interesting and stimulating activities to support and extend children's interests. For example, an interest in babies is promoted further through a creative activity of making a 'baby'. Children use scissors effectively to cut out the body parts. This also exhibits how children use tools safely and effectively, supported by a watchful childminder. She inspires children's imaginations by encouraging children to name their baby and describe and talk about themselves as babies and their care needs then. This motivates children effectively in their learning and

development, through play, discussions and group activities. The childminder observes and assesses children thoroughly, monitoring their progress across all seven areas of learning effectively. She completes the progress check at age two and individual action plans for each child. This enables her to plan age- and stage-appropriate activities for each child, taking into account their interests and next steps. This ensures that each child reaches their expected level of development.

Children self-select their choice of play from the carefully organised environment, which supports their interest and values their independence. The children explore many different interactive toys available. They press buttons and pull levers to gain a response, follow actions and combine movements. This encourages children to explore using all their senses relevantly, and supports their understanding, manipulation and handling of objects successfully, assisting the development of fundamental skills. However, the childminder offers fewer opportunities for children to explore a wider variety of media and materials to enable them to investigate and explore the natural world. This is in order for them to find out and learn about similarities and differences in the environment.

The childminder places a sharp focus on helping children to acquire and develop their communication and language skills. Detailed conversations and explanations throughout the children's time with the childminder promote good dialogue. For example, she reminds them of previous experiences and key events in their play and during activities. Children engage in the imaginary play experience of looking after baby dolls, supporting children's interest in babies. They negotiate this role play scenario, organising dolls to change, requesting bottles and clothing, pushing buggies and engaging in descriptive conversations to recount a sequence of events they have previously observed. As a result, children communicate well through shared experiences and enjoy the flow of conversation with her. However, daily play experiences are not always used to fully support children's early writing skills and develop their interest in writing for different purposes further.

Children's interest in role play is skilfully supported through cooperative play, such as 'at the doctors'. The childminder carefully demonstrates key language and a sequence of events; this actively motivates children to copy talk, gestures and body language, and repeat the narrative effectively. Consequently, children rehearse 'real-life' experiences and learn skills through participating, such as ringing for the emergency services. They explore play dough and the childminder uses this opportunity to discuss the shapes and colours of the cutters to promote children's mathematical skills. Children build a den outside using pop-up tents and tunnels; this provides them with the opportunity to extend their experiences through playing and exploring using flexible resources. This initiates conversations around familiar routines and recounting activities to support their interest in babies further. Overall, these activities support children well in the preparation for the next stage in their learning and the move to school when the time comes.

Children's starting points are sought and completed with parents during initial settling-in visits. The early years passport actively supports parents to share what they know about their children, such as their likes and dislikes, care and individual needs. Parents are encouraged to look at their child's folder and complete feedback sheets. The childminder regularly talks and shares children's progress in their development, interests and achievements with their parents, and any concerns they may have can be discussed. She

updates parents on their children's interactions and experiences throughout the day via texts and photographs as desired. The childminder encourages parents to be involved in topics, such as healthy eating with 'five a day' and 'fire safety' through the use of leaflets and activity sheets. She has implemented the progress check at age two and, using shared knowledge with the parents, has planned next steps to move children forward in their development. This enables parents to be involved with their child's development and learning effectively.

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

Children settle well with the childminder; they look for and play with her and other children well, which shows how early friendships form. Warm and trusting relationships are clearly evident and the childminder knows each child very well. She encourages parents to have pre-visits with their children, to establish early appropriate bonds. This enables parents to share information about their child, helping the childminder begin to make an assessment of each child's starting points. Children are highly confident and arrange and cooperate well in their play. They talk, gather and request resources to enhance their imaginary play, while the childminder promotes ideas and experiences effectively to extend their interest further. As a result, children develop close bonds with her.

Children feel emotionally secure in the childminder's care because she carries out and supports personal routines safely and hygienically to aid their welfare and well-being. Snack and lunch times are sociable and promote a healthy diet; children clearly enjoy a wide range of fruit and vegetables. They behave well and demonstrate their good manners because the childminder gives them clear boundaries and guidelines. Children are enthusiastic to display their physical skills; they jump and hop, swing their arms up and down, and encourage each other to join in with their play. This displays a positive awareness of themselves and others, and their capabilities. It promotes children's physical development, showing good control and coordination in their large and small movements, displaying their confidence in their own bodies. The childminder encourages children to think about their own safety. For example, she encourages them to be watchful of each other as they show off their movements. This enables children to gain an understanding of managing their own safety and the consequences and risks involved, such as bumping into and hurting each other.

The childminder has established good links with the local school as she drops off and picks up the children. Children have good opportunities to take part in learning experiences in the local community. The childminder has good links with other local childminders and attends many groups with the children in her care to enhance their social skills. This means children benefit through building relationships with other children and adults to develop their confidence and enhance their awareness of moves to other settings.

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

The childminder is clear about how she protects children in her care. She is knowledgeable of the signs and symptoms of abuse and knows the appropriate action to take if she has any concerns about children's welfare or well-being. The childminder regularly attends safeguarding training and first aid training, and completes thorough daily checks. Detailed written policies and procedures relating to safeguarding with the required contact numbers are readily available, and she ensures that parents are aware of these when they visit her home. The childminder checks visitors' identifications and introduces them to the children. Risk assessments are completed for her home and outings, which ensure that potential hazards to children are identified and minimised. Permissions are actively sought from parents for outings and travel, and older children's use of mobile phones and cameras. Therefore, effective procedures are established to protect all children.

The childminder has a secure understanding of the seven areas of learning and extends children's interest and learning effectively through play. She completes regular observations and evaluates these to understand individual children's level of achievements, their interests and learning styles, to enable her to shape their future learning experiences. The comprehensive planning includes children's individual action plans and activity plans to enhance their interest and learning even further. The assessments are monitored through a variety of documents and clearly demonstrate children's good progress from their starting points. Therefore, this ensures children learn and develop at a typical rate to match their age, and any gaps are quickly identified and acted upon.

The childminder has completed a self-evaluation of her provision and has identified areas for improvement. She continues to improve her knowledge through attending regular training courses to increase her understanding and further enhance her practice. The childminder has gained accreditation through the local authority. This enables her to improve the provision so that children benefit further from her updated knowledge.

The childminder has developed a good relationship with parents and they write highly of her service through questionnaire feedback sheets. For example, they praise the childminder's flexibility and healthy food promotion. Information is effectively shared on an ongoing basis through daily discussions on children's individual needs and achievements, and leaflets about topics, such as healthy eating and home safety, are offered. This enables parents to make a contribution to their children's learning. Children's views are also sought through feedback sheets and they write how they like to visit museums and to make things. This values children's and parents' opinions in shaping children's learning experiences. The childminder has a good understanding of the importance of liaising with other early years provisions to support children, and of working in partnership with other agencies if required in the future.

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	313361
Local authority	Kingston upon Hull
Inspection number	871944
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	24/10/2011
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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