

Inspection date

30/07/2013

Previous inspection date

06/02/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 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 demonstrates an excellent knowledge and understanding of helping children to learn. As a result, children are extremely well supported to make rapid progress in their learning.
- The childminder teaches children by skilfully encouraging them to be actively involved. She interacts with children expertly, providing suggestions and offering ideas to extend their learning. This helps learning to be sustained and encourages children to think, solve problems and concentrate.
- The childminder is very clear about the benefits of effective information sharing between partners of other settings that children attend. This supports consistency and continuity of children's care and learning.
- The childminders monitoring systems are robust. She is thorough, accurate and precise, and the information she gains is used superbly to provide her with a very clear picture about each child. This guides and shapes her planning so that children's learning is personalised.

It is not yet outstanding because

- Children's well-being is sometimes not as well promoted as possible during outdoor play in the sun as protective headwear is not always available. This has an impact on their understanding of personal safety measures during hot weather.

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 looked at the areas used for childminding, indoors and outside, accompanied by the childminder.
- The inspector observed how the childminder interacted with all children during the inspection.
- The inspector looked at a sample of records relating to children's development and progress, including photographs, written accounts of their learning and the childminder's tracking documents.
- An observation of the childminder's practice during a small group storytelling activity, involving children of different ages and follow up activity, was completed by the inspector.
- The inspector looked at a range of documents, including records relating to the operation and management of the provision, written risk assessments, a sample of policies and procedures and parent's written contributions to the childminder's evaluation of the provision.

Inspector

Jackie Phillips

Full Report

Information about the setting

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged nine and 14 years, in a house in Thorngumbald, a village on the eastern outskirts of Hull. She uses the whole of the ground floor of the property, apart from the dining room, and the rear garden for childminding.

The childminder attends a local childminder group and play group with children. She visits the local shops and park on a regular basis and collects children from the local schools, nursery and pre-schools. Children attend for a variety of sessions. There are currently 10 children on roll, six of whom are in the early years age group. The childminder operates her service between Monday to Friday, 7.30am to 6pm, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and has a level 3 childcare qualification.

What the setting needs to do to improve further

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

- strengthen children's understanding of health and self-care routines, particularly their knowledge of safety in the sun.

Inspection judgements

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

The childminder has an excellent knowledge and understanding of helping children to learn. She demonstrates this through detailed planning and continual provision of a varied range of challenging and developmentally appropriate activities. As a result, children are extremely well supported to make rapid progress in their learning. The childminder confidently and expertly monitors and tracks children's progress. This helps her make accurate and precise assessments of each child's stage of learning and development. She regularly observes children to understand their interests and find out the next steps to take to help them move forwards in their learning. A varied topic or theme of activities are planned and organised by the childminder. For example, on the day of the inspection an African and Safari theme was presented to children in many different ways. She organised a DVD, stories, sand play and a wide range of toy wild animals and birds to inspire children's imaginations. These activities were followed up the same day by a trip to a town centre museum for children to take part in activities linked to this theme. This shows the childminder considers how children's thinking can be 'joined up' and exploited through

different activities and events to help them make very good connections in their learning.

The childminder organises interesting days for children. For instance, she plans a stimulating range of activities that take place in the setting, outdoors in the garden and at local childminding groups and playgroups. Walks and outings to places in the community regularly take place. Trips further afield are organised, including during school holiday periods. Children visit a varied range of locations that help them learn from rich, first-hand, experiences. These include physical play activity centres, farms, parks, museums and local amenities. The childminder finds out about community events she can involve children in. This helps them be extremely aware of the world in which they live and develops their confidence in meeting and socialising with others. Experiences to support the youngest children's progress, learning and development are focused very sharply on their personal, social, and emotional development, communication and language and physical development. These are the prime areas for learning and are vital towards building children's capacity for future learning and supporting how they form relationships. It helps them begin to develop very good levels of confidence and independence in readiness for school or other settings.

The childminder teaches children by very skilfully encouraging them to be actively involved. She uses 'baby signing' with the very youngest children to help them communicate. The childminder counts as babies stack bricks one on top of another, introducing the order of numbers spontaneously. She very successfully reads stories to a small group of children of mixed age, while meeting the learning needs of each individual child. For example, she encouraged a baby to mimic the different sounds of the animals in a story and helped the eldest to count, match numbers and think about the words that rhyme. She interacts with children expertly, providing suggestions and offering ideas to extend learning. For instance, she provided a map following the story and invited children to share their ideas about where they thought the toy animals they were using might live. This helped learning to be sustained and encouraged children to think, solve problems and concentrate. Children join in activities enthusiastically and are eager to be involved. They are curious and inquisitive, including the youngest children. This shows children are adopting the very positive attitudes they need to be ready for school and their future learning.

The childminder finds out as much as she can from parents as children are introduced into the setting. She completes 'All about me' records, which form a strong basis for children's starting points. She provides each child with an individual scrapbook containing wonderful photographs, which she shares regularly with parents. She makes written comments alongside each photograph, which give a clear evaluation of the learning that is taking place and how this links with the areas of learning. This helps parents to understand about the Early Years Foundation Stage and provides ideas of how they can contribute towards their child's learning at home. The photographs, written comments and examples of children's work, provide parents with a very clear, accurate, methodical account of their children's unique learning journeys.

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

Children are provided with a very interesting, welcoming and well-organised playroom with good access to the many toys and resources. A large majority are attractively placed on the floor or on low shelving, helping children make independent choices and decisions. The walls are made interesting by lovely displays, pictures and posters, which draw children's attention to a variety of information to support their excellent learning. A collaborative display of mini beasts, flowers and wild life, created by the children following outdoor 'bug finding' activities, include contributions made by everyone, even the youngest children. They use a wide variety of art and craft techniques, and the result is a wonderful team effort. This helps children understand the positive effects of working together and producing something to be very proud of.

The outdoor area is equally as attractive as the indoors. Children benefit from using large equipment outdoors, for instance, climbing apparatus and mobile toys. They grow and harvest fruits and vegetables, such as cabbages and tomatoes. The childminder gives good attention to the plants she chooses for her garden; for example planting a buddleia 'butterfly' bush that attracts lots of butterflies. This provides an opportunity for children to closely observe the insects and mini beasts that visit the garden and complements their wall displays and recent life cycle topics.

The childminder provides some shade in the garden, for example a large gazebo and a parasol over the sand tray, to help protect children in the sun. She encourages children to help her put sun cream onto exposed parts of their bodies and has spare cream available if this is forgotten. This, generally, helps to provide children with a positive message about their safety and well-being in the sun. A weakness was evident during the inspection because hats were not available to protect children's heads. This has an impact on children's safety in the hot weather and lessens how well they learn about safety in the sun. In the main, health routines for children are very good to support their welfare and well-being. They are frequently reminded to wash their hands and use individual face cloths and hand towels and are encouraged to brush their teeth after eating. Snacks and meals are well balanced and the menu contains many healthy options.

Children go to and from the local school daily to take and collect older children. This helps builds their confidence in preparation for when they start school. They form friendly relationships with each other and with the childminder. She helps children learn about acceptable behaviour and how to consider the needs of others. For instance, she reminds them about not snatching, but sharing, reinforcing this with praise, such as, 'Well done, look, one each', when children respond. Around the playroom are pictures and printed words associated with other cultures and languages, and children celebrate different festivals throughout the year. This helps children understand about the wider society and respecting the beliefs of others. The childminder works closely with parents to ensure she knows children's individual needs and can meet them.

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

The childminder is aware of the appropriate action to take if she has any concerns about a child's welfare or well-being and knows how to report any concerns. She has a varied

range of record-keeping procedures and written policies and procedures to support children's safety and the effective operation and management of her setting. These are shared well with parents. The inspection took place following the childminder notifying Ofsted of an incident involving a young child leaving the premises unsupervised. This is a serious breach of safeguarding and welfare requirements with regard to the security of the premises. The childminder was suspended and issued with a welfare requirements notice to improve. The inspection found that the childminder was fully aware of her responsibilities and has taken immediate and appropriate action. The childminder carried out a full review of her practice and strengthened risk assessment procedures to ensure children's safety. In addition, the childminder informed all parents, including prospective parents, of the incident to make sure they were fully informed.

The childminder is very clear about the benefits of effective information-sharing between partners and other settings that children attend. This supports consistency and continuity of care and learning. She has termly meetings with teachers at the local pre-school that children attend. Supported by regular face-to-face conversations, this ensures that children make progress and any concerns are raised so that no child gets left behind in their development. The childminder's monitoring systems are robust. She carries out regular observations, assessment, detailed tracking and recording of children's progress and holds frequent conversations with parents. She is thorough, accurate and precise and the information she gains is used superbly to provide her with a very clear picture about each child. This guides and shapes her planning so that children's learning is highly personalised.

The childminder welcomes contributions from parents and children to help her improve and develop her setting. She provides parents with the opportunity to contribute their opinions by completing a questionnaire as part of the evaluation of the service she provides. Comments from parents are very complimentary. They write that the development profiles are great and give them a good insight into how their children are doing. Parents confirm they speak to the childminder regularly about their child and say that the childminding service is 'highly recommended'. The childminder is reflective and is in the process of reviewing her practice and updating her written evaluation record. Since the last inspection, she has enhanced how she provides different opportunities for children to participate in activities within the community to develop their social skills.

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	EY368267
Local authority	East Riding of Yorkshire
Inspection number	930431
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	06/02/2013
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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