

Inspection date	03/09/2013
Previous inspection date	27/10/2009

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 completes regular observations of the children to assess what they enjoy and achieve in order to take them forward in their learning. This results in ensuring children making good progress.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently, children's behaviour is good.
- Children readily access a good selection of resources, equipment and visit community activities. As a result, children are interested, motivated and actively engage in their play and learning experiences.
- Positive partnerships are established with parents by the childminder. This results in an effective shared approach, which supports children's changing needs and their ongoing learning and development.

It is not yet outstanding because

- Opportunities to build on younger children's varied sensory experiences through their play inside and outside is not fully explored.
- There is scope to strengthen the good relationships formed with other early years partners, to further enhance and support a shared approach to children's learning and progress.

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 and spoke with the childminder and children throughout the inspection.
- The inspector looked at relevant records, policies, procedures and risk assessments.
- The inspector looked at the children's learning journey books and the childminder's planning and self-evaluation.
- The inspector took account of parents' views through written information provided.

Inspector

Christine Tipple

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Hessle near Hull. The whole of the ground floor and the bathroom on the first floor are used for childminding and the rear garden for outdoor play. The childminder attends local community activities and visits the shops and park on a regular basis. She collects children from the local school and nursery.

There are currently five children on roll of whom three are in the early years age group and all attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has 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:

- build on younger children's varied sensory experiences, to further explore different textures and more natural resources, for example, through the use of treasure baskets
- strengthen the good relationships formed with other early years partners, to further enhance a shared approach that complements and informs the planning for children's ongoing learning and progress.

Inspection judgements

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

Children's needs, routines and interests are sought from parents by the childminder to support her in identifying their individual starting points. This enables her to provide relevant resources and activities that support their interests. The childminder regularly observes and assesses the children and these are recorded in their individual learning journey books supported with photographs of them at their various activities. This supports the childminder to know what each child can do and to identify and plan their next steps. This results in the children making good progress. Children's individual learning journey books and daily diaries are accessible to parents. This enables them to discuss what their children do, the learning taking place and their progress. The parents are able

to comment on what their children enjoy doing at home. This results in parents having a positive shared approach to their children's learning.

Children know the routines as they arrive at the childminder's house as they take off their coats and shoes, and readily engage in conversation. This includes talking about starting school and where they will put their coat and the friends they will see. This is recognised by the childminder as important to enable the children to express their needs about school and to reassure them. The childminder ensures younger children are able to respond and communicate as the childminder clearly repeats words, to support them to reply and contribute. A younger child uses the play phone to talk with 'mummy' and then stated 'she is at work bye bye'. The use of books engages the children to look at the pictures and describe what they see. The childminder's use of these activities support children in developing their communication and language skills effectively. The childminder shares with the children what she has got out in resources and whether they want to have a tea party outside. This was greeted enthusiastically along with the filling of the water tray. Children name the different colours of the cups and then count them before they fill and empty these and the teapots, to make tea and coffee to share out. Children enjoy the small world furniture and figures where they arrange and place these in the doll's house. Children access various jigsaws to support and challenge their skills and build tall towers with the different bricks. These activities enhance children's imagination and support their early mathematical skills very positively.

Children enjoy being in the garden where they access a range of resources that support their physical play. They enjoy crawling through the tunnel or using the slide. Children are confident when they use the steps to get from one area to another in the garden. The sit on rides enable them to use pedals and regular visits to activity centres extend their experiences and physical skills very well. Children have some plants in the garden and collect different objects as they go for nature walks throughout the year. They attend creative sessions at the children's centre and this is extended further, with the childminder, to use different materials and tools to paint, draw and make collages with. However, opportunities for younger children to further explore different sensory and tactile materials through more natural resources, such as treasure baskets are not fully extended by the childminder. Consequently, their experiences are not as rich as possible. The positive level of support provided by the childminder for the children ensures they are ready to move on in their learning, such as to school.

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

Children are happy and relaxed and this results in them being secure in their relationship with their childminder, because she is sensitive to their individual needs. The childminder supports both the parents and children to settle in and to be happy with the arrangements and provision provided for their children. As a result, children become confident, engaged and motivated in their play and learning. The good selection of resources and equipment offer children positive learning experiences that are welcoming. This supports their ongoing interests and decision making that promotes their independence. The childminder provides a caring approach with the children and the simple routines enable them to feel

safe. The children are praised and supported by the childminder in what they do and their achievements valued. The childminder gently reminds and encourages the younger children to share and take turns and only intervenes when necessary so they learn about positive behaviour.

Children take part in different celebrations and events through the year that support and develop their understanding of the wider world. The childminder has established good working partnerships with other early years partners in support of children's transitions. However, there is scope to build on these relationships where children attend another early years setting, in order to enhance a more shared approach that complements and informs the planning for children's ongoing learning and progress.

The childminder discusses with the children about keeping safe in different situations. This includes when outside in the garden or on walks, where they need to cross the road. The meeting up with the lollipop person and learning how to use the pelican crossing, all contribute to this effectively. The childminder ensures children use the resources and equipment relevant to their needs and abilities, but enables them to explore and investigate for themselves. This results in the children taking appropriate risks and challenges in a safe way. Snacks and light meals are provided for the children. These offer a healthy selection, including different fruit, such as strawberries, which were very much enjoyed by the children. The provision for them to manage their personal care is good. Children use various methods to keep their hands clean wherever they are, such as wipes, antibacterial sprays and soap and water. Information is shared with parents when children are ill, to assist the childminder to minimise cross infection.

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

The childminder has completed her self-evaluation, which includes feedback from parents, the children through their interests and assessments and the local authority development worker. This enables her to reflect and assess her practice and provision, to identify areas to improve and develop since the last inspection. For example, the childminder is more confident in how she observes and assesses the children to support their learning. This promotes a positive approach by the childminder to continuous improvement and development. The monitoring of the children's learning assists the childminder to identify where children are in their development. This ensures relevant challenges and support are provided for their individual next steps and successful ongoing progress. Through discussion, the childminder demonstrates that she is fully aware of how to work in partnership with other professionals, if additional support is required for a child.

The partnerships established with parents are good. They receive information as their children start to support the settling in process. Parents provide feedback verbally and through questionnaires and written comments in their children's diaries and learning journey books. This includes how their children have progressed, particularly in their speech and language, confidence and independence. Parents are confident their children are well cared for and know they have a fun time. The childminder has a selection of

thank-you cards and letters from parents that give high praise for the care and support their children receive and the kindness shown by the childminder.

The childminder is well informed about safeguarding procedures and in the protection of children and their well-being. She has attended regular training to update her knowledge and ensure her policy clearly reflects current guidelines and contact details of the relevant agencies. She has detailed records, policies and procedures that are shared with parents. The childminder has completed risk assessments of all areas used by the children. These are all reviewed and dated as part of the childminder's ongoing safety management of her provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY314459
Local authority	East Riding of Yorkshire
Inspection number	878007
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/10/2009
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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