

<b>Inspection date</b>	19/09/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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 has a good knowledge of the Early Years Foundation Stage. She demonstrates a good understanding of how young children learn and provides many play opportunities that effectively promote children's learning and development.
- Children feel safe and secure with the childminder, who provides a caring home environment with familiar routines. She is a good role model and builds strong relationships and attachments with the children.
- Children are happy and interested in their activities and enjoy playing with a range of age-appropriate resources. They show good levels of independence, curiosity, imagination and positive behaviour.
- The childminder has a good understanding about how to promote the health and safety of the children in her care. She has assessed the risks to her premises and has minimised these so children are able to freely access areas of the home.
- Partnerships between the childminder and parents are very effective, ensuring that children's individual needs are fully met and learning at home is promoted.

#### **It is not yet outstanding because**

- There is scope to develop the garden for children to freely participate in activities which further support their interest in the natural world.

## 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 children playing indoors and outdoors, and looked at the areas of the premises used for childminding purposes.  
The inspector looked at children's observations, assessment folders, the childminder's planning, information from home about children's interests, and children's learning records.
- The inspector looked at documentation that supports the safety of children, risk assessments, self-evaluation and a selection of the childminder's policies and procedures.
- The inspector spoke to the childminder at appropriate times throughout the inspection and with the children present.
- The inspector took into account the views of parents and carers, through feedback from questionnaires and a telephone discussion with a parent.

## Inspector

Carol-Anne Shaw

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and seven years in Hull. The whole of the ground floor and the bedroom on the first floor are used for childminding. There is an enclosed back garden for outside play. The family has two guinea pigs and a cat.

The childminder takes and collects children from the Anlaby Acre Heads Primary School. She attends a childminding group and the local library with the children, and visits the local shops and park on a regular basis. 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 provides care Tuesday to Friday from 8am to 6pm all year round, except for family holidays.

### What the setting needs to do to improve further

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

- enhance the opportunities for children to freely investigate stimulating activities in the garden, for example, through providing simple gardening activities to further promote awareness of the natural world.

## Inspection judgements

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

The childminder places a strong emphasis on children learning through play. Children have good opportunities to participate in a wide range of activities and experiences. There are a good mix of adult-led and child-initiated activities that are open ended. These allow the children to make choices and to fully express their own ideas. The childminder joins in with their play where she observes and supports the children. She interacts effectively based on the child's current learning objectives, such as construction linked to a favourite character.

Communication and language are well supported through stories, songs and lots of discussions. For example, the childminder asks the children what noises the animals in the book make, which engages the children further. Independence is effectively promoted through following simple tasks, such as hand washing before snack and after messy play. Children's creative development is fully supported by the childminder, who provides a wide range of creative activities using different paints, glue and card to experiment with. The

childminder takes children to the childminding session at the children's centre and on various outings to places of interest in the local area, where they learn about their own community and socialise with other children.

The indoor environment is effectively organised for children, and there are a wide range of resources and activities that fully support learning across the prime and specific areas. The childminder has ensured that the younger children can freely access the resources. The outdoor is effective in supporting children's physical development as they have access to sit-and-ride toys and a small playhouse. However, the childminder has not finished developing her outside area, and opportunities for children to freely investigate the natural world in the garden, for example, through gardening activities, are not fully promoted and maximised. This means their progress is not as rapid as possible.

The quality of teaching is good. The childminder places a strong emphasis on children learning through play. She provides them with effective support to ensure they make good progress across all the areas of learning and development, taking into account their starting points. Consequently, children are being well prepared for the next stage in their learning. The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively. For example, she encourages children to freely access the range of well-organised resources following their interests to support their learning. Children problem solve and develop an understanding of shape, numbers and size in everyday play. This is because the childminder extends such activities. For example, she encourages the children to count from one to five while playing with the magnetic numbers.

The childminder completes observations of the children and uses these to plan the next steps in children's learning and development. The observations and assessments of children's progress are used to promote learning in all the areas. The childminder demonstrates a good understanding of the Early Years Foundation Stage and knows the children in her care well. She bases her weekly planning on children's interests and learning styles. She provides good levels of support to ensure children have many opportunities to make progress. The childminder takes many photographs of what children do when at the setting, and these are shared with parents to ensure they are kept fully informed of what their children are learning. The childminder plans for the children's next steps and shares these with parents to support children's learning at home. This means that children are well prepared for the next stage in their learning. The childminder is aware of the progress check at age two, and information is being collated to enable these to be completed when required.

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

The childminder is fully committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. Children have developed strong attachments to her and are happy and settled during their time spent with the childminder, supporting their emotional well-being. The childminder is a good role model and remains calm and focused at all times. She has realistic expectations in accordance with children's ages and stages of development. Therefore, children respond positively

towards her, demonstrating good behaviour. Children are settled and relaxed in the childminder's care. The childminder prepares children for the transition to other providers, building their confidence by taking them to school when she drops off older children. She attends groups at the local children's centre where the children socialise with others. This promotes their personal, social and emotional development. The childminder works closely with parents to ensure that transitions are smooth and well managed.

The childminder organises her home effectively. It is clean and well maintained and provides an enabling homely environment for children. She provides a wide range of resources that the children can freely access, promoting free choice and building independence. The childminder is proactive in supporting children's understanding of differences. For example, they have opportunities to access activities and resources that support their understanding of different cultures.

The childminder provides healthy snacks, such as fruit with water or milk, which are served to children in a social setting. The children develop an understanding of eating together at the table, and a simple, healthy lunch is enjoyed. Children are provided with sufficient time for rest and relaxation as well as physical exercise. They freely access the garden, where resources and activities promote children's learning and development in many areas. They visit the park where they can run and climb. Therefore, children are developing an understanding of the importance of fresh air and exercise to promote their good health.

The childminder teaches the children to keep themselves safe, and works with them in developing their own understanding of this. For example, she gently reminds them not to run in the home. They have discussions about road safety while walking in the local community. The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. Fire evacuation procedures are discussed and practiced to enhance children's awareness of safety.

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

The childminder maintains a good overview of the educational programme she provides for the children. Children make good progress because the childminder observes the children in her care and makes detailed assessments of their learning and progress in the prime and specific areas of learning. Personalised planning is in place, and ongoing monitoring ensures their individual learning styles are met. Parents' and children's views are discussed and these are linked to the childminder's evaluation of her service. The childminder is aware of the areas for further development and continues to attend training to keep updated and further develop her good knowledge and understanding.

The childminder has a good understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and she attends training to keep updated with safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required

contact numbers are readily available, and she ensures parents are aware of these at the onset of a placement. A range of policies and procedures underpin the welfare and safety of the children attending the setting. Written risk assessments are completed and the childminder uses these to minimise the risks to children.

Partnerships with parents are well established and they have access to a wide range of detailed information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The photographs and her comments about where children are in their learning keep parents well informed. The daily diary keeps parents informed about food, nappies, sleeps and any outings they have been on. Links with other providers of the Early Years Foundation Stage are in place, and the childminder confidently shares all relevant information with regard to children's learning and development, to ensure and promote their progression. Children are well supported to acquire the skills and capacity to develop and learn effectively.

### **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

<b>Unique reference number</b>	EY460891
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	911518
<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>	4
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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