

**Inspection date**

12/11/2013

Previous inspection date

07/09/2011

**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 encouraged to be healthy and spend time in the fresh air and many places of interest in the local community. This enhances children's learning and supports them as they make the move on to school and other settings.
- The childminder understands that children learn as they play. She provides a range of toys and activities that reflect their individual interests and stages of development, and assesses children's progress regularly. As a result, children make good progress in their learning.
- The childminder is committed to continually improving her provision and her professional development through taking part in regular training and development opportunities.
- Children settle quickly and feel safe and at home because strong, trusting relationships are formed with the kind and caring childminder.
- Partnerships with parents and other providers sharing children's care are well established. This enables the childminder to know the individual requirements of all children well.

**It is not yet outstanding because**

- There is scope for the childminder to encourage and enable children to further develop and extend creative and physical skills by allowing them to use tools and resources freely for themselves.

## 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 childminder's documentation including children's records, policies, procedures, risk assessments and training certificates.
- The inspector observed the premises and the activities undertaken by the childminder and the children.
- The inspector discussed learning and development, observation and assessment with the childminder and looked at children's individual files.
- The inspector observed, interacted and talked with children during the inspection.

## Inspector

Caroline Basham

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 17 and 14 years in a semi-detached house in the Cottingham area of Hull. The home is close to local amenities, such as schools, shops and a park. All of the ground floor of the childminder's home is used for childminding purposes and there is an enclosed garden for outdoor play to the rear of the premises with safety surfacing. The family keeps a rabbit, guinea pig, hamster, budgerigar, parakeet and a cat as pets.

Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. The childminder has a childcare qualification at level 3 and is accredited to provide funded nursery education for two-, three- and four-year-old children. There are currently 13 children on roll, five of whom are within the early years age group. They all currently attend on a part-time basis.

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

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

- explore further ways of enhancing opportunities for children to initiate their own creative activities, to consistently meet their individual development needs and interests.

## Inspection judgements

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

Children happily attend the childminder's home. They settle quickly and enjoy their time with her. Upon arrival children know to change into their slippers and hang up their coats and clearly see this as a home from home environment. The childminder provides a wide and varied range of toys and activities that are stored at child height and are clearly labelled. This ensures that children are able to gain independence as they choose freely for themselves the resources that they are interested in. The childminder interacts calmly and effectively with the children and they in turn listen intently to her, not always responding verbally, but showing that they understand what she is saying to them. This is reflected in the childminder's assessment records, which clearly show that all children are making very good progress in their communication and language development.

Children engage in conversation with the childminder as they make poppy wreaths. They count tissue paper poppies and discuss the different colours as they stick them onto the paper plate shape. However, children are provided with pre-cut shapes for the activity.

Individual creative and physical skills are limited as children are not able to use tools and resources freely for themselves and for their own purpose.

The childminder observes children as they play and takes photographs. She uses this information to plan and provide activities and outings relevant to each child's interests and individual needs. She completes progress checks for two-year-olds and shares assessment information with parents effectively, to ensure that all children are meeting expected development levels. The childminder runs a playgroup at the local children's centre twice a week and the children enjoy their time there. A wide variety of outings is offered to the local park, garden centre and farms. It is through these and other quality activities that the childminder ensures children are gaining a good range of skills in readiness for the move on to school. The childminder encourages parents to share details of children's experiences when they are not with her, so that she can use this information when assessing children's learning and plans for their next steps. Daily feedback diaries are completed for the younger children and the childminder regularly updates parents. This ensures that they are kept fully informed and are involved with their children's learning and progress.

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

Partnerships with parents and carers are well established and the children form secure attachments with the childminder. They feel safe within her care. Children are cared for in a warm and welcoming environment where their care needs are effectively met. The childminder works closely with parents and carers to make sure she meets children's individual needs successfully. This shows that she respects and values children's individuality. She works hard to ensure that each child develops secure emotional attachments, so they feel settled and secure.

Children learn clear rules and boundaries, and the childminder skilfully manages their behaviour, taking into account their maturity and level of understanding. For example, she explains the importance of sharing and taking turns when there is a disagreement over the doll's dummy.

The childminder provides children with healthy snacks throughout the day. Children bring a packed lunch at lunchtime and a freshly cooked tea is provided for those who are still with her at that time. Drinks are offered throughout the day. The childminder teaches children about personal hygiene and implements effective procedures to ensure their health and safety is maintained. For example, she does not care for children when they are ill and informs parents when any childhood illness is around so that they are prepared. The childminder maintains a current paediatric first aid certificate to enable her to deal with any minor accidents. She is fully aware of children's medical issues. The childminder regularly attends additional training to ensure she can fully meet her role and continuously further her own development.

The children regularly go for walks and visit many areas of interest in the local area. This enables children to learn about the wider community whilst spending time in the fresh air. Children have excellent opportunities to take part in outdoor play activities. The back

garden is securely fenced and has a large safety tarmac area with extensive climbing equipment and physical play resources. Children have many opportunities to run, jump, climb and explore whilst under the watchful eye of the highly committed and conscientious childminder.

The childminder supports children well during times of change. For example, when she knows they are to start at pre-school or school, she talks to them about what it will be like and reads stories about starting school. She teaches children about how to keep safe by regularly carrying out fire safety drills with the children.

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

Children are kept safe within the childminder's care. This is because she has a clear understanding and good knowledge of all child protection and safeguarding issues. For example, she keeps Ofsted informed of any changes which affect her registration, and all documentation is kept and maintained as required. There are effective risk assessments in place that highlight any potential issues in order for her to take necessary precautions to keep children safe in the home, garden and during outings. For example, additional risk assessments have been compiled whilst recent building work was being completed. Signs clearly direct visitors to the rear of the house while work is being carried out and the childminder competently protects the children while they are within her care. During the recent building work the childminder made sure children had more outings so they were able to continue to engage in physical exercise regularly.

The childminder successfully evaluates the quality of her provision and takes into account the views of children, parents and other professionals. This ensures that any changes she makes effectively reflect their needs and opinions. She has an established working partnership with the local pre-school and shares information with regard to the children who share their care with her. None of her current children have support from any external agencies or professionals, but the childminder has experience of working with others and is willing to do so at any time to support children's individual needs.

The childminder attends training regularly and is committed to enhancing her good knowledge and understanding of the Early Years Foundation Stage and safeguarding children. As a result, planning and assessment records are good. She is able to demonstrate this through discussion and through her practice. She tracks and monitors children's progress towards the early learning goals so that she is sure that they are fully supported in readiness for school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY260248
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	872674
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/09/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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