

Inspection date	02/12/2013
Previous inspection date	20/10/2009

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 quickly settle into the routines and this helps them feel safe and promotes their confidence.
- The childminder reflects upon her practice to improve the outcomes for the children who attend the setting.
- Parents are well informed about their children's learning and development and are encouraged to share information to help the childminder plan interesting experiences for the children.
- The childminder plans teaching opportunities to support the children's learning and development. As a result, children make good progress.

It is not yet outstanding because

- Questions asked by the childminder do not always reveal children's thoughts and ideas.
- Opportunities for children to access the garden all year round are not always available to maximise their learning.

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 toured the childminder's premises.
- The inspector observed the childminder interacting with the children.
- The inspector discussed the progress and attainment of the children attending the setting.
- The inspector spoke to a parent to seek their views on the setting and read testimonials from other parents.
- The inspector discussed the childminder's identified areas for improvement.
- The inspector scrutinised policies and written risk assessments.

Inspector

Rose Tanser

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged ten and 14 years and ten months in Anlaby, a village west of Hull. The whole ground floor of the property is used for childminding, with access to an enclosed rear garden. There family has a rabbit, guinea pig and cat as pets.

The childminder operates Monday to Friday all year round, except for family holidays. There are currently 12 children on roll, two of whom are within the early years age range. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- embed further opportunities for open-ended questioning to reveal what children are thinking and to develop their problem-solving skills.
- enhance opportunities for children to access the garden all year round to maximise their learning.

Inspection judgements

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

The childminder provides a range of developmentally appropriate resources for the children, promoting their curiosity. These resources are accessible for all children, which encourages them to be increasingly independent. The children are given time to follow their interests and the childminder supports their learning through her interactions with them. For example, one child plays with a puzzle she has chosen. As she manipulates the puzzle pieces, the childminder asks her questions about the puzzle and promotes her learning through modelling language, for example, 'That's a bus; the children go on the bus'. However, sometimes the childminder misses opportunities to reveal children's thoughts and ideas because some questions are not open-ended. She ensures that the children have daily opportunities for playing outside to support their physical development and to help them understand the world around them. One child plays in the garden and observes that there are no birds in the garden. The childminder uses this as a teaching opportunity and shows the child some 'fuzzy felt' birds, naming them and talking about their features. The child sticks the birds on her jumper and the childminder models counting them, helping the child to develop early mathematical skills. The children also enjoy activities in the community and regularly attend stay and play sessions at a local

children's centre and pre-school. They meet with children who attend other local childminders for a weekly music and rhyme session, which enables them to make new friends. The childminder observes the children in order to identify and plan enjoyable experiences to support their progress from the time they start. The children's progress is monitored and this means that the childminder knows that she is providing appropriate opportunities for children to demonstrate what they know and what they can do independently. Children are making good progress in their learning, and parents can see the impact of the childminder's planned experiences for their children.

Parents fill in an 'All about me' booklet when their children are starting in the setting and this includes information about their child's interests and achievements. This information is used to help the children settle quickly and creates good links with the setting and home. The childminder has individual learning journeys for the children, documenting their progress, with observations and photographs. Parents have access to these whenever they wish and also are encouraged to take them home and add their own comments. The childminder has a home/setting daily diary that informs parents about their child's day. This further builds strong partnerships with parents. Parents talk about what their children have learned in the setting. One parent commented on the songs that her child often sings them at home. She also said that her child's speech had improved since attending the setting due to the time the childminder spends with her child, encouraging and supporting the development of her communication and language skills.

The childminder encourages the children to play together, take turns and share resources. As a result, the children form good relationships with each other. She has a caring, friendly approach to the children, being a positive role model for them. The children show an interest in learning and even the younger children spend time engaged in their play. They are all well supported to be ready for the next stage in their learning, and this includes readiness for school.

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

The childminder uses her role as key person to support both children and parents. Parents comment that the childminder is very approachable. She has a caring relationship with the children and this results in them feeling safe and happy. When children are upset she promptly responds, supporting their emotional well-being. For example, one of the younger children is unsettled while he is getting ready to sleep in his pram. The childminder explains to the child she is playing with that she needs to go and see why the child is crying and will come back and resume the activity when she has settled the child. The children are encouraged to cooperate and to play together, and the childminder is a good role model. This results in the children's behaviour being appropriate for their age and stage of development. The well-resourced and welcoming indoor environment motivates the children, and the accessibility of resources encourages them to become increasingly independent and confident. This means that children are well prepared for the next stages in their learning. Parents comment on how happy their children are at the setting and how they value the care shown by the childminder. There are a number of positive comments in the parent induction file from parents of children who have attended the setting and have now gone to school.

Children enjoy daily opportunities to exercise outside and the childminder reminds parents to bring appropriate clothing so that all children can maximise their time outside. Visits to the park are helping the children to understand risks they need to consider, for example, the risks associated with water, while allowing them opportunities to find out about their local environment. However, the children sometimes cannot make choices about playing in the garden of the setting throughout the year, as it is not accessible in all weather conditions. The children are encouraged to manage their own personal needs, as appropriate for their stage of development. A parent comments on her child's improvement in feeding and drinking independently since starting at the setting. The childminder promotes healthy eating through the snacks and packed lunches that she prepares for the children. There is always water available for the children to help them remain hydrated.

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

The childminder has attended training in safeguarding children. She can identify possible signs of abuse in children and knows who to contact if she has concerns about a child's welfare. She has a number of written policies that further safeguard children and these are reviewed every year to ensure they meet statutory requirements. The childminder has written risk assessments covering the setting and visits. These are also reviewed regularly, particularly when new children start at the setting to ensure the childminder is meeting their individual needs. Daily checks of the setting ensure that potential risks are identified and appropriate action is taken. The childminder ensures she supervises the children at all times. This includes close supervision of the children when undertaking the school run.

The childminder has attended a number of training events since the introduction of the Statutory framework for the Early Years Foundation Stage. The training has had an impact upon planned experiences for children, covering the seven areas of learning. Assessment of children's learning and development is now more rigorous and shows clearly the progress they make from their starting points to the early learning goals. The childminder has recently completed a level 3 qualification in childcare which has further strengthened her knowledge of child development and how to meet the needs of the children attending the setting. She regularly plans activities for the children with other local childminders so the children can access a broader range of experiences and form friendships with other children in the local area.

The childminder has well-established partnerships with parents, and their views contribute to meeting the needs of their children attending the setting. She also has good links with the children's centre and local pre-schools. Parents are asked to inform the childminder if their child attends any other settings to establish links with these settings. One child who has a number of sessions with the childminder also attends a pre-school, and information is shared between the childminder and the child's key person at the pre-school to ensure her needs are being met in both settings. When two-year-old children attend other settings the childminder agrees with the partner setting who will take responsibility for

carrying out the statutory progress check at age two. This check informs parents about the learning and development of their child, including where there are any concerns.

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	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

Unique reference number	EY284189
Local authority	East Riding of Yorkshire
Inspection number	945206
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	20/10/2009
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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