

Inspection date	04/02/2014
Previous inspection date	02/11/2009

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

- The childminder is confident in her teaching and provides children with a good range of activities that promote exploration and supports their creativity and critical thinking very well. Consequently, children make good progress in their development.
- The childminder gives high priority to sharing information about children's ongoing care and learning with parents. This means children's needs are consistently known and met, and as a result, they feel safe and secure in the setting and behave well.
- Children have rich and varied opportunities to take part in activities in the local area on a regular basis. This enables them to extend their learning and develop their social skills as they interact with other adults and children.
- Children are cared for in a safe and well-managed environment. This means they are well-protected and kept free from harm.

It is not yet outstanding because

- There is scope to raise children's awareness of the full range of toys and resources that are available, to further promote choice and independence in their learning.
- The views of parents are not used fully in the evaluation of the service, to further help in shaping future improvement.

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 had a tour of the premises and observed children playing in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector made observations of and discussed the outcome of a planned activity that involved children exploring a mix of cornflour and water with the childminder.
- The inspector took account of the views of parents from written comments they had provided.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged 10 years to the west of Hull city centre. The whole of the ground floor of the home and the enclosed outdoor area are used for childminding purposes. The family keep two cats and a rabbit as pets.

The childminder regularly attends activities at the local toddler group and children's centre and visits the shops and park on a regular basis with children. She collects children from the local school. There are currently 13 children on roll, six of whom are in the early years age group. They attend for a variety of sessions. The childminder operates Monday to Friday all year round from 7.45am to 6pm, except for bank holidays and family holidays. She has a recognised early years qualification at level 3 and is accredited to provide funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the arrangements for making children aware of the full range of toys available, to further enable them to explore their own ideas, for example, by making a pictorial catalogue they can use to request additional items
- strengthen self-evaluation by fully incorporating the views of parents, to assist in developing the good service even further.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She makes clear links between observation, assessment and planning to identify and support children's next steps, to move their learning on. Consequently, children make good progress towards the early learning goals and are well prepared for school when the time comes. For instance, to encourage two children to develop their counting skills and number recognition she provides an activity for them to find and cut numbers from magazines to make a collage. She also teaches them number rhymes that involve counting backwards from five and supports them to make links to simple calculation when they have a birthday. The childminder keeps a learning record for each child that includes a monthly indepth observation of their responses to the activities. This is shared with parents and they are asked to add their comments of children's learning at home to the

record. Consequently, parents are kept well informed of their child's progress and the childminder has a full picture of children's learning both in and outside her care.

The childminder is confident in her teaching and successfully supports children to become active learners who are creative and learn to think critically. For example, she provides children with a mix of cornflour and water to explore. She enthusiastically models the different properties of the mix by showing children how to scoop this up and let it dribble from her fingers. She also shows them how when the mix is cut with a knife in the tray it joins back together. As a result, children's curiosity is fully aroused and they are inspired to 'have a go' themselves. The childminder gives them time to explore on their own, so they can investigate and become accustomed to the texture of the material and discover what they can do with this. She knows when to join in to extend their learning. For example, she suggests adding drops of food colouring to the mix to see what happens. Children are keen for her to do so and they show surprise and awe at the ensuing patterns this creates. One child responds excitedly with 'it looks like a crab'. The childminder responds with praise to the child's idea, which shows she fully acknowledges children's critical thinking skills and the connections they make in their learning.

The childminder has a good range of toys and resources to support children's play and learning. A selection is set out each day and children enjoy using items, such as small world figures imaginatively, to act out a Christmas scene. Books are also available in the lounge and children select from these freely. They carefully turn the pages and enjoy looking at the pictures, which successfully supports their development in literacy. However, children are not fully reminded of what other items are available in storage cupboards, which they can request, to enhance their play and extend their ideas further. The childminder supports children's development in communication and language well. She constantly engages them in conversation, so they develop good listening skills and increase their vocabulary. This means children are confident to ask questions. For instance, one child asks the childminder 'What are you doing?' as she squeezes the cornflour and water mix in her hands. The childminder responds with how she finds it therapeutic, explaining how it feels nice and smooth on her hands. This shows children that the childminder is also gaining pleasure from the activity, which means she is a positive role model for children's learning.

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

Children settle well in the childminder's care because she gets to know them and their families very well. She builds up close bonds with them, which means information about what is happening in their lives is shared effectively and appropriately. This means the care the childminder provides is consistent with children's home life and she is able to provide additional support where necessary. Children respond very positively to the childminder's caring and patient manner and the emphasis she puts on them having fun in their learning. For example, she reassures them that it is 'okay' to get messy as she will clean them up afterwards. This means children feel confident to take part in the activities. The childminder provides very good opportunities for children to take part in activities outside her setting. Consequently, they develop their social skills, learn to work as part of

a bigger group and have experience of interacting with other adults and children. This further prepares them for school. For example, she regularly takes them to an aquarium, activities at the local children's centre, the library, beach and the marina to observe boats. These activities clearly have a lasting effect on children's learning. For example, one child excitedly relates how he saw lots of fish at an aquarium and how he put his hands on an ice wall, which was very cold.

Children learn to behave well because they have secure boundaries and routines and have good opportunities to develop their independence at meal times. For instance, the childminder provides them with safety knives, so they can cut up their own fruit. Children delight in chopping up their strawberries and banana. They know to steady the fruit with one hand as they do so, to make the process safe and effective. As a result, they develop confidence in their own abilities. For example, after chopping up his strawberries one child reflects on his achievement and responds with 'perfect'. The childminder acknowledges his efforts with praise, saying 'Yes, good cutting'. The child beams in response, which shows children develop high levels of self-esteem.

The childminder gives good attention to keeping children healthy. For example, she regularly takes them to a park and soft play provisions, so they can use a variety of play equipment, to develop their physical skills. The childminder also takes children to a weekly dance session, which further supports them in learning to coordinate their bodies as they make various moves. The childminder teaches children about personal safety, so they develop a responsible attitude to dealing with risks. For example, she explains about putting resources away after use, to keep their environment tidy and free from hazards. She teaches them about road safety when out in the community. The positive impact of this is evident as one child confidently describes how he must hold the childminder's hand and make sure there are no cars coming before crossing the road. The child also relates how babies need to be in a pushchair to keep them safe.

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

The childminder has a childcare qualification at level 3 and is keen to further her professional knowledge, to enhance the outcomes for children's learning. For instance, she attends additional training and regular accreditation meetings with other early years practitioners, which facilitates discussion about good practice. This means she constantly increases her knowledge and keeps up to date with current legislation, which benefits children's care and learning. The childminder understands the importance of monitoring and evaluating her service and the educational programmes, to promote continuous improvement. For example, she uses a 'tracker sheet' to chart children's developmental progress in all areas. This ensures that any gaps in children's learning can be identified promptly and action taken to address these. The childminder has successfully addressed the recommendations for improvement raised at her last inspection and since then has become accredited to provide funded early education. This means parents now have more flexibility and choice about where their children access this. The childminder involves children fully in the evaluation process. For example, she asks them what activities they

would like to see included in the programme of events.

The childminder manages her service effectively and gives good attention to safeguarding children. For example, she keeps doors locked and successfully minimises any risks to children's safety, which means they are able to move freely around the home. Venues for outings are also risk assessed as is the use of the childminder's car with children. In addition, the childminder can call on another childminder for assistance in an emergency. This means children are well-protected from harm. The childminder regularly attends training in child protection. As a result, she has a good knowledge and understanding of the possible signs of abuse or neglect, and the procedure for referring any concerns to the relevant authority.

The childminder provides parents with good information about her service through a welcome pack and by asking them to read her policies and procedures. Daily discussion keeps them fully informed about their child's day and the childminder provides good support for families during difficult times. Comments left by parents for the inspector were very positive. For example, they state that the childminder is 'warm and welcoming', has a 'fantastic sense of fun' and that they are '100% confident' in her ability to keep children safe. However, the childminder acknowledges that she does not consistently seek parents' views of the service, to help her in shaping and moving this on even further. The childminder works very well in partnership with providers of other early years settings children also attend. For example, a communication diary is used which promotes good sharing of information about children's care and learning across provisions. Consequently, a fully cohesive approach to supporting children's development is promoted.

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	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	EY315769
Local authority	Kingston upon Hull
Inspection number	862214
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	02/11/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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