

Inspection date	17/02/2014
Previous inspection date	15/11/2011

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's communication is significantly enhanced, as a result of the childminder consistently bursting into songs and rhymes to develop children's early language skills.
- Children with special educational needs and/or disabilities and their families are supported effectively because the childminder shares information about children's individual care and learning needs efficiently with other relevant professionals.
- The childminder is experienced and qualified; she understands how children learn and develop. Consequently, children are well cared for and make good progress in their learning given their starting points.
- Children are very well safeguarded because the childminder has a robust knowledge of child protection procedures and a clear understanding of her role and responsibilities, minimising all potential risks to children.

It is not yet outstanding because

- There is scope to extend the information available to parents to help them continue their children's good learning at home.
- There are opportunities to strengthen children's awareness of seeing print, including their names with photographs, further in their environment.

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 the childminder's interaction with the children and spoke to the childminder throughout the course of the inspection.
- The inspector observed the snack and lunch time arrangements and also completed a joint observation with the childminder.
- The inspector looked at documentation that supports the safety of children, including the safeguarding policy and procedures and a selection of the childminder's other policies.
- The inspector looked at children's learning and development books. She also looked at the planning, children's assessments and progress reports.
- The inspector checked evidence of the childminder's suitability and qualifications and her self-evaluation form.
- The inspector took into account the views of parents and older children through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 1989. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and adult daughter in Hull. The whole of the ground floor of the home is used for childminding. There is an enclosed garden available for outside play. The family has a dog.

The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder has an appropriate childcare qualification at level 3.

The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family and bank holidays. Children attend on a full and part-time basis. There are currently 10 children on roll, eight of whom are in the early years age group and two are school-age children who attend before and after school. All children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She receives support from the local authority.

What the setting needs to do to improve further

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

- build upon the existing information available to parents to help them continue their child's good learning at home
- extend the opportunities for children to see more print in their environment to include their name, so they can learn to recognise this in written form and how it can be used in context, for example, with their photographs.

Inspection judgements

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

Children have many good opportunities to participate in a wide range of activities and experiences that promote their development. Children's progress across all areas is good, particularly in their physical, personal, social and emotional development and communication and language. Children's communication skills are highly motivated through regular rhymes and singing, as a result of the childminder consistently bursting into songs and familiar rhymes. This means children continually develop their listening and creative skills and increase their range of vocabulary. For example, as children gain resources from the winter interest display the childminder reminds them of the actions to

the songs she sings, such as 'Don't forget to shiver'. This stimulates children to 'echo' sounds and repeat familiar actions, encouraging their communication and physical development further. The childminder prompts children by linking experiences, such as when children investigate a small world helicopter, she asks them where it flies. This stimulates children to point upwards showing their understanding of questions and remembering events. The childminder praises these responses linking to things that have happened. For instance, she says 'It does fly in the sky, we saw one didn't we, well done, clever boy'. This effectively acknowledges young children's learning. The childminder regularly observes children and fully understands how to extend their learning. She uses this detailed information to plan activities on a weekly basis and assesses children's development. Therefore, all children are making good progress given their starting points.

The childminder plans her day around children's learning and development needs and she is quick to adapt activities in order to arouse their curiosity further. She provides them with good levels of support to ensure they make effective progress. As a result, the quality of her teaching is good. She models how to use the resources, such as how to gain sounds from wooden utensils by rubbing them against each other. This enables young children to learn skills by watching others. As children investigate interactive resources she reminds them about taking their hand away from the buttons. This means children learn about how things work and how to operate them. This highly motivates children to watch and repeat actions together anticipating sounds, lights and movements. This supports children's senses through the prime areas of development successfully. There is a good mix of adult-led and child-initiated activities that are open ended allowing the children to make choices in what they would like to do with a particular resource. For example, containers provide a wealth of interest as children repeat placing items in and out of them. The childminder emphasises words, such as 'in' and 'out', and counts to promote children's early awareness of mathematical concepts. However, there are opportunities to increase children's awareness of print in the environment, such as placing their names with their photograph, to further support children's recognition of this in the written form.

When children start to attend the childminder's care, she discusses their starting points with parents and observes them at play to correctly identify their stage of development. Parents complete an initial record of children's individual needs on entry. The childminder completes a detailed daily diary noting children's play. Parents make notes in the diary for children's care needs and can view children's learning and development books regularly. However, there are opportunities to extend the information available to parents even more to help them build upon their children's learning and developmental next steps at home. The childminder is aware of completing the children's progress check at age two and information is assembled to enable these to be completed when required. The childminder works in partnership with other providers to ensure children are well prepared and have the key skills necessary for their future learning at school.

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

Children are settled and relaxed in the childminder's care. She encourages parents to have regular pre-visits and meetings where parents share what they know about their children. Consequently, children have developed strong attachments to her and are very happy and

settled during their time spent with her. She is a good role model and remains calm and focused at all times. For example, children enjoy regular singing activities that help them to develop positive relationships and promote their confidence and emotional well-being. The childminder ensures a range of good quality resources are available for children to explore and she interacts well with the children at all times. For example, a wooden spoon represents a telephone for children to make a 'hello' sound and a wooden pastry brush is used around faces to show it is 'soft'. This enables children to explore and become immersed in imaginative play while safely using a variety of materials and tools. The childminder has realistic expectations in accordance with children's ages and stages of development. For example, she models good manners and encourages consideration towards others, she encourages turn-taking and helps children to learn about safety, such as not climbing on the toys. Therefore, children are motivated to play and respond positively towards her and their peers, demonstrating good behaviour. The childminder supervises the children in her care very effectively.

The children's physical development is fostered effectively by their use of the wide range of activities and equipment available to build their strength and promote their balance. For example, very young children use equipment indoors, such as push-along-toys, so they develop confidence in becoming more mobile. The childminder provides a range of healthy snacks for children. She encourages children to develop independence by supporting them to use spoons with dessert dishes. Children independently crawl amongst toys and select items, such as books and turn pages, showing their knowledge of how to control this movement. The childminder responds sensitively to children's personal care. For instance, she changes the nappies of young children promptly to ensure they remain comfortable and explains what she is doing during the process. This effectively supports children to understand about their self-care.

The childminder has good well-established links with the local schools and pre-schools. She shares information on children's learning and development and works with other settings to further enhance children's learning across the settings they attend. Children are provided with good opportunities to learn outside the setting. For example, the childminder regularly takes them to toddler groups, activities at the local children's centre and a weekly French group. These outside experiences are greatly appreciated by parents. This enhances children's learning opportunities and means that they become confident to socialise with other children and adults in a group. This further prepares them for the transition to school.

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

The childminder has a very good knowledge of the safeguarding and welfare requirements. She is very aware of her role and responsibility in protecting children from harm and attends regular updated child protection training to ensure she is fully informed with regard to safeguarding issues. She has clear procedures to follow should she have any concerns. All required household members are suitably vetted and able to assist the childminder. Ofsted letters confirm this and she monitors visitors to her home. A range of relevant policies and procedures relating to safeguarding are in place. She minimises all

risks and supervises children very well. Good procedures underpin the welfare and safety of the children attending. Children make good progress because the childminder observes the children in her care and provides many learning opportunities. She makes detailed assessments of their learning and progress in the prime and specific areas of learning. Detailed weekly planning is in place and ongoing monitoring ensures their individual learning needs are met.

The childminder is fully committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. She has completed an evaluation of her service and parents and older children's views are sought. She is aware of her areas for further development and attends ongoing training to keep updated to enable her to make further developments in her childminding service. She works closely with a group of other childminders, sharing best practice, and regularly reflects on her practice. She continually makes improvements to her childminding service in order to improve her provision for children in her care.

The childminder has a good relationship with parents and their children and they write highly of her provision through detailed references and e-mails. For example, parents state that 'they heavily rely on the childminder' and that she is 'a big part of their child's life'. Children write that she makes them laugh and they 'love her lots', they enjoy many craft and baking activities. She has good links with the local schools, pre-schools and children's centre and is a member of the local childminding group. She holds a weekly music group in her home to promote children's social skills and language skills in a larger group. The childminder works well in partnership with settings that children also attend to further enhance children's progression in their learning and assessment. The childminder also works very effectively in partnership with other professionals in order to meet children's individual needs. For example, she uses individual education plans to meet specific targeted strategies for some children. She also attends external meetings and completes regular reviews to show children's progress in their learning and development. This ensures interventions are quickly secured so children and their families gain the support they need.

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	314258
Local authority	East Riding of Yorkshire
Inspection number	871954
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	15/11/2011
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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