

Inspection date	20/02/2014
Previous inspection date	24/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder provides a range of activities for children to participate in following their interests. This results in children having opportunities to make some progress in their learning and development.
- Children learn to keep themselves healthy and safe because the childminder reinforces hygiene procedures and their behaviour is well managed. Consequently, children develop the skills they need for the future.
- The childminder understands her role and responsibility in regard to safeguarding children. Policies and procedures are clear, which helps to protect children from harm, and are appropriately used in the management of her service.

It is not yet good because

- The childminder does not gather enough information on entry to assess what children can already do, and use this with her observations to plan and to move them forward considering their age and stage of development to promote good progress.
- Strategies to engage parents to share information about children's learning at home and from other settings that children also attend are not always successful to show a full picture of children's learning and their next steps.
- The childminder does not effectively evaluate the service she offers to clearly demonstrate how she intends to make improvements and set targets for the future.

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 activities in the main rooms and completed a joint observation with the childminder.
- The inspector observed the snack and lunch time arrangements and spoke to the childminder throughout the course of the inspection.

The inspector looked at documentation that supports the safety of children, including evidence of the childminder's suitability and training certificates. She also looked at the safeguarding policy and procedures, risk assessments and a selection of the childminder's policies.
- The inspector looked at children's learning and development files. She also looked at the assessments of children's progress and the childminder's diary that she uses for reflection.
- The inspector took account of the views of parents through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her adult child in the west of Hull. The whole ground floor of the home is used for childminding. There is an enclosed garden available for outside play.

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 operates all year round from 7.30am to 5.30pm Monday to Friday, except for family holidays and Bank Holidays. Children attend on a full and part-time basis. There are currently 11 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- gather consistent early information about what children can already do when they start and improve the way information gained from observations and assessments is used to shape future learning opportunities, so that experiences are accurately tailored to children's needs and interests to promote good progress.

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

- improve the sharing of information between the childminder and parents, and also every other setting children attend, to obtain a fuller picture of children's next steps and further support continuity in their learning experiences
- implement a focused evaluation of the provision to inform priorities and set challenging targets for improvement.

Inspection judgements

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

The childminder has a suitable understanding of the seven areas of learning and knows that children learn and develop through play. Interesting activities are provided around children's interests and requests. For example, a 'cave' under the dining room table is arranged to support children's interest in the story of a bear hunt. The childminder offers various resources to enhance children's curiosity, such as torches that attract their attention further, in order for them to learn about operating simple equipment. The childminder observes children well; she completes useful observations which are clear and describe children's accomplishments and play, supported with photographs. These observations link to the area of development and detail some next steps for learning. However, the information she gains following her observations is not precisely used to help guide her in planning future activities that will fully support children across all seven areas of learning. Neither does this help her to accurately monitor their progress in relation to their age and stage of development. As a result, she is not able to check that her knowledge of children is accurate or confirm that they are showing typical development for their age. This restricts the childminder's ability to support children in making the best possible progress.

The quality of teaching is satisfactory overall and in some instances good. The childminder demonstrates a sound understanding of teaching children through spontaneous activities that occur through play. For example, counting and naming colours while children construct towers with the blocks. This supports their early counting skills and awareness of different colours in the environment. The childminder provides plenty of encouragement and offers developmentally appropriate experiences and opportunities to children that stimulate them. During small world play she encourages children to balance 'play people' and links these to the local community. For example, she asks 'Who does that look like?' and the children reply 'The lady from the bakers'. This supports children's early understanding of what people do and features in the local environment. Children's communication and language development is promoted effectively. The childminder encourages and supports children's interest in books. They are freely available and she sits with children as they look at a book together. A story about a bear hunt stimulates enthusiastic actions and repeated refrains that the childminder also repeats. She pronounces specific words clearly for children to help them learn how to say them and emphasises initial sounds in words, to clarify the vocabulary. This helps children copy, practice and imitates familiar expressions and words, to communicate with others through sharing experiences. Overall, children are satisfactorily gaining some skills to support their future learning.

The childminder keeps parents appropriately informed of their child's settling and play through ongoing daily discussions. The childminder actively encourages pre-visits to enable children and parents to make positive relationships. However, the arrangements to enable parents to consistently share what children can already do when they first start and have accomplished at home and at other settings they also attend are not fully effective. This means the childminder does not have a full picture of the progress children make outside the setting, to help her in planning more sharply for the next steps in their learning.

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

Children's emotional well-being is supported effectively because the childminder promotes a calm and relaxed environment. She speaks with respect to them and engages in talk openly. The childminder promotes children's self-esteem to efficiently enhance positive behaviour. For example, children are learning to share and take turns because she gives them appropriate support and guidance at their level. She provides constant positive feedback and identifies when a child needs physical contact. The childminder engages children's awareness of their body parts and facial features through appropriate interaction. For instance, she talks about 'the grapes going down into their tummies to make them full' and encourages them to point to their nose and ears as they read the story of the bear hunt. She gives warming cuddles, and during nappy changing routines she makes conversation and consistently reassures children. For example, she talks through what she is doing and talks about their play. Consequently, children behave well, develop secure emotional attachments and form appropriate bonds with the childminder.

The childminder regularly rotates the toys and resources to ensure that children remain interested and are offered choices. The children have opportunities to take part in a range of experiences to support their imagination and play because the organisation of the toys and activities allows children free access to a wide range of equipment. Children's health is promoted appropriately because the childminder teaches them to follow good hygiene routines, such as hand washing before eating their lunch. This guidance and support helps children to develop their self-care skills. Children are offered a range of fresh fruit for their snack and the childminder praises them when they eat this, which promotes a positive attitude towards healthy eating and mealtimes. The childminder supports children to walk by holding their fingertips to aid their first steps and actively support them to become more mobile. The childminder supports children's physical experiences appropriately by visiting the park and adventure soft play areas. This enables children to have opportunities to enhance their physical skills through using larger climbing equipment. As a result, children show acceptable levels of independence and decision making, and begin to understand the importance of healthy lifestyles.

Appropriate arrangements are in place to support children's transitions into the childminder's care. Settling-in visits are provided and these help children to become familiar with their new surroundings at their own pace. The childminder attends the local children's centre, toddler and play groups. All these settings positively support children's interests and needs, and provide them with time to collaborate with their peers to improve their social skills. The childminder takes and collects children from the local school, and shares information verbally regarding their care on a daily basis. However, sharing specific information about children's learning and development with all the settings children attend is not fully embedded in order to promote a shared approach to supporting their progress even further.

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

The childminder demonstrates a generally good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has clear policies and

procedures in place and keeps all necessary documentation up to date and well organised. This includes the use of mobile phones and cameras within the home. This contributes to the appropriate management of her service. All household members are suitably vetted. The childminder can securely describe the signs and symptoms that indicate that a child may be at risk, and knows the action to take if she has concerns about a child's safety or welfare. She has completed risk assessments for her home and garden and for outings into the community. Consequently, the premises are secure and possible hazards are minimised to ensure children are kept safe.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She ensures that all seven areas of learning are supported through providing resources and a range of interesting experiences to encourage children to play and learn. However, assessment arrangements are not used effectively to highlight all children's next steps and plan ways of moving them forward in their learning. In addition, she does not always make sure she gains enough information from parents to fully support children's initial and ongoing learning. As a result, children make satisfactory rather than good progress in the childminder's care.

Partnerships with parents are suitable, and they write well of her provision through references. The childminder uses a diary to reflect on children's activities and the experiences she offers. However, she has not yet implemented a rigorous and effective evaluation of her service, including consulting parents, to fully assess her strengths and identify areas for improvement. This means she is unable to set challenging targets and plan priorities to develop and enhance her provision for children's care and learning even further. The childminder liaises with other childminders in the local area at the toddler sessions she visits, and shares knowledge, understanding and practice. She completes required training, such as local authority approved paediatric first aid training. The childminder understands the importance of working with external agencies, to gain advice and support in order to provide assistance for children and their families if and when the need arises.

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	EY103248
Local authority	Kingston upon Hull
Inspection number	872424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	24/06/2010
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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