

<b>Inspection date</b>	27/02/2014
Previous inspection date	25/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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**

- Children feel safe and secure with the childminder who provides a caring home environment with familiar routines. The childminder builds effective relationships and attachments with children.
- The childminder demonstrates a suitable understanding of how young children learn and provides a range of play opportunities that promote children's learning and development.
- The childminder has a suitable understanding about how to promote the health and safety of the children in her care. She has assessed the risks to her premises and has minimised these so children are able to freely access areas of the home.

### **It is not yet good because**

- The childminder does not make the most of teaching opportunities to provide children with good levels of challenge to extend their learning so that they make good progress.
- The childminder does not rigorously evaluate her own practice to identify training needs to ensure her knowledge of the learning and development requirements is kept up to date so that she can provide children with good quality learning experiences.
- Children's understanding of the natural world is not fully promoted as the garden is not used to its best advantage to help them make connections in 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 observed children playing indoors and looked at the areas of the premises used for childminding purposes.  
The inspector looked at children's observation folders and discussed the
- childminder's planning. Information from home about children's interests and children's records were seen.
- The inspector looked at documentation that supports the safety of children, risk assessments and a selection of the childminder's policies and procedures.
- The inspector spoke to the childminder at appropriate times throughout the inspection and spoke with the children present.

## Inspector

Carol-Anne Shaw

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged four and nine years. They live in the east area of Kingston-upon-Hull, Yorkshire. The whole of the ground floor is used for childminding. There is an enclosed back yard for outside play. The family has a dog and two bearded dragons as pets.

The childminder attends a toddler session with the children. She visits the local shops and park on a regular basis. There are currently three children on roll, of these one is in the early years age group, who attends for a variety of sessions. The childminder provides care all year round Monday to Friday from 7am to 6pm, except for family holidays. She takes children to, and collects them from the Southcoates Primary School. The childminder has a level 3 childcare qualification.

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

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

- improve teaching by ensuring that children are provided with sufficient challenge to extend their learning, and information for observation and assessment is used to identify and plan for children's next steps in learning, to promote children's good progress across the prime and specific areas of learning.

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

- review use of the garden to extend learning opportunities and promote children's interest and understanding of the natural world, for example, by providing growing and planting opportunities
- strengthen the arrangements for monitoring and evaluating own practice and professional development, to identify training needs and deepen knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage.

## Inspection judgements

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

The childminder has a sound knowledge of how children learn and develop. She makes some observations of children's learning and is starting to use these to track the progress they are making. She talks to parents about children's development and asks them to tell her about activities they have been involved in at home. This means the childminder is aware of children's current interests. However, the quality of teaching is inconsistent because the childminder is not using the information gained to identify clear learning priorities. As a result, she does not always extend children's learning so that they make good rather than steady progress across all the areas of learning. It also means that the opportunity to identify children's strengths and areas where progress may be less than expected is not always effective. The childminder is aware of completing the progress check at age two to provide parents with a summary of their child's development.

The childminder provides a welcoming environment with a varied range of toys and resources. These are easily accessible to children, arouse their interest and allow them to independently direct their own learning. For example, as a child plays with balloons, waving them, the childminder comments on the different colours and extends language using 'up high' and 'down low' as the child moves the balloons. The child uses the play kitchen and makes dinner acting out a real-life situation. This shows the child is making connections in her learning and development, using creativity in her own way. The childminder engages children in conversation to support communication and language skills. As a result, children are able to ask questions and express their ideas and needs. The childminder explains how they can count the building blocks in the tower. The child listens and counts after the childminder, and children use numbers in everyday play developing their mathematical understanding. This helps children to develop the basic skills they need when they move on to school.

The childminder encourages children to make marks with crayons, paint and pencils to support their early writing skills. However, this is not extended into the outdoor area to further support children's literacy skills. The childminder broadens children's learning by teaching them about seasonal events and celebrations, such as Valentine's day, Easter and Chinese New Year. This supports their understanding of their own community and the wider world.

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

Children settle well in the childminder's care because their transitions into her setting are managed sensitively. For instance, the childminder arranges settling-in visits to enable children to gradually become familiar with their new environment. Children develop close emotional bonds with the childminder and they are confident in her care. They interact well with the childminder's own children because she treats them all fairly and with respect. The childminder provides children with sound opportunities to take part in activities outside her setting. This means they develop their social skills as they interact with other adults and children, which further prepares them for school. For instance, they attend activities at a local group and the library.

The childminder gives appropriate attention to promoting children's health. For example, she encourages them to have a positive attitude towards meal times by explaining how

eating fruit for snack will give them the energy they need to run around and play outside. She teaches them about where food comes from. However, there are no opportunities to grow flowers and vegetables in the garden, as it is not organised for children's play. The childminder ensures the children have opportunities to use the equipment at the local park. This enables children to benefit from fresh air and to develop their physical skills.

Children learn to behave well because the childminder provides consistent routines and boundaries. For example, she uses games to encourage children to share and take turns. Children know to sit at the table to eat, which effectively encourages them to develop good manners. The childminder uses praise to raise children's self-esteem and confidence in their abilities. She makes sure children learn about keeping themselves safe, for instance, when walking to school they learn about safe walking and road safety.

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

The childminder ensures her home is a welcoming, safe and secure environment for children to play and learn. She completes risk assessments for her home and any outings and takes effective action to minimise any hazards. A range of policies are in place to show how the childminding service operates. The childminder has attended training in child protection and is able to discuss the possible signs of abuse or neglect. Information is available regarding the procedure to follow for reporting any concerns about a child's welfare. Consequently, children are protected from harm.

The childminder has addressed the recommendation for improvement raised at her last inspection and has recently completed an evaluation of her service with the local authority quality audit. She has identified some areas for development. This shows she has some commitment to continuous improvement. However, the childminder does not rigorously assess her professional knowledge and personal development, to ensure her teaching is up to date with current practice. This means the monitoring of children's developmental progress is not sufficiently rigorous to ensure children are provided with good levels of challenge to extend their learning.

The childminder has a friendly relationship with the parents and provides a flexible approach to meeting their needs. She shows them her policies and procedures. Contracts are in place regarding the business arrangements, and some information is displayed to show parents her qualifications. The childminder makes time to chat to parents about their child's day on collection. The childminder has links with other early years settings, such as a local school nursery, to support children's transitions between the settings.

### **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

<b>Unique reference number</b>	EY309476
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	883450
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/09/2009
<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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