

Inspection date	25/02/2014
Previous inspection date	18/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are provided with a good range of activities that have depth and breadth across all areas of learning. This provides interesting and challenging learning experiences for them, which means they continually gain new knowledge and make good progress in their development.
- Partnerships with parents are excellent. This is because the highest priority is given to the sharing of information and involving them in their children's learning. As a result, children settle very well and parents have confidence, faith and trust in the childminder and the care she provides.
- Children learn to behave well and develop good levels of independence because the childminder expects them to be capable. Consequently, they develop belief in their own abilities and have high levels of self-esteem.
- Children are cared for in a safe and well-managed environment. This means they are well supervised and kept free from harm at all times.

It is not yet outstanding because

- Numerals displayed in the playroom are not at children's height, which means they cannot see them easily and use them in context in their play.
- There is scope to develop partnership working with other early years settings children attend to improve the sharing of information about children's learning experiences between providers, so they are supported fully.

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 and the garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of planning documents, policies, children's records and the childminder's improvement plan.
- The inspector made observations of and discussed the outcome of a planned craft activity that involved children making a 'polar bear' with the childminder.
- The inspector took account of the views of parents from written comments they had made.

Inspector

Diane Turner

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and adult child to the east of Kingston upon Hull. The whole ground floor of the home and an enclosed garden are used for childminding. The childminder works with two assistants. She regularly attends activities at the local toddler group and visits the shops and parks on a regular basis with children. She takes children to, and collects them from the local schools and nursery.

There are currently 15 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday all year round from 6.30am to 6pm, except for family holidays and Bank Holidays. She has an appropriate early years qualification at level 3 and 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:

- enhance the opportunities for children to see and use numerals in their environment, such as making number lines available for reference at children's height and encouraging them to use them in their play
- strengthen the ongoing sharing of information with providers of other early years settings where children attend to ensure continuity of their learning is fully promoted.

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 and is confident in her teaching. She provides a good range of stimulating activities that are tailored to children's individual interests and enhanced by those linked to seasonal events. This broadens their learning and challenges their thinking. Consequently, children continually make good progress in their development and are well equipped with the necessary skills to move on to school when the time comes. For example, to link into a theme on winter, the childminder teaches children about animals that live in snowy countries, such as polar bears. This successfully supports children to develop an understanding of the wider world. The childminder clearly explains the purpose of the activities she provides. For example, she shows a child a range of craft resources and

explains how they can be used to make a 'polar bear'. This arouses the child's interest and prompts her to ask the childminder 'Do polar bears have hair?' This shows the child is developing her critical thinking skills. The childminder responds with 'Yes, they have fur'. The childminder reinforces this by encouraging the child to feel a soft toy bear. The childminder skilfully lets the child take ownership of her learning and she decides to use cotton wool to make her bear. The child carefully sticks this on her paper and the childminder keeps up a constant dialogue to increase the child's knowledge. For example, she reinforces that polar bears live in snowy countries. The child becomes fully immersed in the task and on completion she says 'Wait until my mum sees this'. The childminder responds with 'Yes, your mum will think you are a clever girl'. This positive acknowledgment by the childminder means children develop confidence in their abilities and feel proud of their achievements.

The childminder provides a stimulating environment for children to play and learn. Toys and resources are rotated to provide them with variety in their play, and an interest table has items displayed which link to the current theme being followed. This enables children to freely explore books, soft toys and jigsaws that are linked to winter, for example. Words linking to the topic are also displayed so children can make further links and learn how writing can be used for a purpose. The childminder actively encourages children to learn about mathematical language during activities. For example, she describes pieces of cotton wool as being 'big' and 'small' and points out different shapes as children use craft resources. However, children do not have many opportunities to see numbers easily in their environment. For example, a number line is displayed but it is not at children's height, which means they cannot use this easily for counting or to learn about ordering numbers, to further support their mathematical development.

The childminder gives high priority to supporting children's development in communication and language. For example, she constantly engages them in conversation as they play and asks them to recall previous activities they have been involved in. This means children develop their thinking skills and can use language to explain a sequence of events. For example, one child delights in explaining how she made footprints using paint on her Valentine's Day card for her parents. The childminder also takes children to the library each week so they can join in with singing and rhymes. This means they develop their vocabulary further through repetition and word patterns. The childminder keeps parents extremely well informed of their children's developmental progress in the setting. For example, every half term she provides them with an 'all about me' account for their child. This gives them a very detailed picture of their child's current interests in the setting, what they have achieved and how their next steps will be promoted. Ideas for parents to further children's learning at home are also included. For example, using particular websites for ideas on how to use play dough with children. Parents are also asked to complete a 'home interest and achievement sheet' each term. This means the childminder has a good picture of children's development outside her setting and can plan precisely for the next steps in their learning.

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

Children thrive in this home-from-home environment because the childminder gives high priority to supporting them to feel confident and comfortable in her care. As a result, children develop strong bonds with her, which promotes their emotional well-being and means they are happy to spend time away from their parents. It also means they have a secure base for their learning and development, and as a result, are keen to take part in the activities provided. The childminder expects children to be capable and empowers them to become independent and self-reliant. Consequently, they behave well and have high levels of self-esteem. For instance, one child confidently gets her own cup from the cupboard and fills this with water when she is thirsty. Children are taught to be respectful and caring towards one another, which promotes a calm and harmonious atmosphere. This is evident when one child spontaneously prepares snack for another to have when she wakes from her nap.

The childminder provides valuable opportunities for children to take part in activities in the local community and further afield. For example, she regularly takes them to the library, toddler groups, the beach, museums and a children's farm. This broadens their horizons and means they can interact with other children and adults outside their normal childcare environment. For example, one child delights in showing the inspector a photograph of a mammoth she saw at a local museum. This further prepares children for their transition to school as they are not afraid to engage in new experiences. Children develop a healthy lifestyle through daily physical exercise, such as playing in the garden and using wheeled toys to help them develop their coordination. Regular visits to the park and soft play venues further enable children to challenge their physical skills and develop control of their bodies as they use as a range of climbing and balancing equipment.

Children are taught to have a positive attitude towards mealtimes and eating healthily because the childminder involves them in preparing their snack and makes the activity fun. For example, she models how to make a 'polar bear' using crackers, cream cheese, raisins and pieces of banana. Children delight in copying her actions and relish eating the finished item. The childminder gives good attention to teaching children how to manage their own safety. For example, she provides safe and suitable knives for them to use, so they can spread and cut confidently and without fear. She explains how children still need to be careful when using these, so they do not become complacent. Children regularly practise the evacuation procedures for the home and learn about road safety when away from the setting, including the importance of using pedestrian crossings.

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

The childminder is dedicated and committed to providing a good service for children and their families. She provides a well-managed, safe and secure environment and has a good understanding of her responsibilities in terms of child protection issues. Hazards are kept to a minimum and children are well supervised at all times. The childminder ensures all adult household members and her assistants have undergone the required suitability checks. She successfully monitors the ongoing performance of her assistants to make sure the comprehensive documentation and robust policies and procedures for the service are consistently followed.

Relationships with all parents are excellent. For example, daily discussion and detailed and extremely well-presented diaries are used to ensure a constant exchange of information. These focus on children's well-being and the activities they have been involved in during the day. This leaves parents in no doubt as to how their children have spent their time with the childminder. Parents are actively encouraged to be involved in activities with their children in the setting. For example, both children and parents have drawn round their hands and cut these out to make 'trees' representing the different seasons. This promotes an inclusive approach and shows that everyone's contribution is valued. Parents are very complimentary about the very high levels of care their children receive. For example, they write that the childminder is 'worth her weight in gold' and that she is 'such a special person in the family's life'. The childminder has links with other early years settings children also attend but these are not fully developed. This means information about children's learning across the settings is not shared as well as it could be, to fully promote a cohesive approach to supporting their development.

The childminder fully understands her responsibilities to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Her monitoring of the educational programmes is concise, and consequently she has a very accurate understanding of children's abilities and can rigorously monitor their progress. For example, she is well equipped to write the required progress check for children at age two. This ensures any additional support can be sought, should children not be making the expected progress for their age. The childminder is committed to developing her knowledge further through additional training. For example, she has recently attended a course on supporting the well-being and involvement of two-year-olds. She has successfully implemented ideas from this into her practice, to further enhance the outcomes for children's care and learning. The childminder is self-reflective and constantly evaluates her provision, which means she has a good understanding of her strengths and areas for improvement. Parents, her assistants and children are all fully involved in the process, which means they help to shape the service to meet their needs. For example, children are taken to a toy shop to help choose new resources to enhance the range and ensure these meet their interests. A clear development plan is in place to show how the childminder intends to further enhance her good service.

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	313329
Local authority	Kingston upon Hull
Inspection number	868132
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	18/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

