

Inspection date	13/02/2014
Previous inspection date	19/08/2009

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

- The childminder provides a warm and welcoming environment for children, which results in them being happy and settled. An effective induction procedure ensures all children are included and their individual needs are met well.
- The quality of teaching and learning is good. There is a good balance of child-initiated and adult-led experiences that ensures there is ongoing challenge for children's age and stage of development. Consequently, they have ample opportunities to make effective progress in their learning and development.
- The childminder has built very good relationships with parents. They exchange information about the children each day they attend, maximising children's welfare and learning.
- The childminder effectively raises children's awareness of the importance of good health and encourages a good understanding of how to achieve a healthy lifestyle.

It is not yet outstanding because

- There is scope to develop even further the enabling indoor environment for the children to support their emerging interest in literacy.
- There is scope to enhance the outdoor learning environment even further to support children's growing interest in number so children can further develop their knowledge and understanding of numbers.

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 and looked at areas of the premises used for childminding purposes.
The inspector looked at children's assessment folders, the childminder's planning and self-evaluation documentation, safeguarding policies and procedures and sampled a selection of other policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection and spoke to the children present.
- The inspector took into account documents provided for parents, written feedback available from parents and spoke on the phone to one parent.
- The inspector observed an activity completed with the childminder.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is also a registered childminder and child aged six years in the east of the city of Kingston upon Hull. The whole of the ground floor of the home, the bathroom and a bedroom on the first floor are used for childminding. There is an enclosed garden used for outdoor play.

The childminder regularly attends activities at the local toddler group and children's centre and visits the local park on a regular basis with children. She collects children from the local school. There are currently eight children on roll, of whom five are in the early years age group. They attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language. The childminder operates Monday to Sunday all year round from 5.30am to 6pm, except for family holidays. She provides overnight care for one child. The childminder has an appropriate early years degree.

What the setting needs to do to improve further

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

- enhance the indoor environment for the older children to provide even more opportunities for them to make marks in everyday play situations, further supporting their literacy
- enhance the learning opportunities outdoors, for children to see and use numbers in their play activities, maximising their progress in mathematics.

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 communication and language. They are well supported to speak and listen, through stories, songs and lots of discussions. There is a 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 and to fully express their own ideas. The childminder joins in with their play where she observes and supports the children. She models how to use the resources, using the musical instruments. She provides activities that meet the current learning needs of individual children, interacting effectively. As a result, the quality of teaching is good. A well organised activity, such as, modelling dough gives children opportunities to roll out and 'make buns' following the children's interest

and developing their individual creative expression. Literacy is mainly well supported through accessing a good range of books and lots of written labels in the play areas. However, children's names are not available and play activities do not fully maximise the opportunities for children to make marks for a purpose. Independence is promoted through following simple tasks, such as hand washing before snack and after playing outside. The childminder takes children to toddler sessions and on various outings in the local area, where they learn about their own community and socialise with other children. The childminder places a strong emphasis on children learning through play. She provides them with effective support to ensure they make good progress across all the areas of learning and development, taking into account their starting points. Any gaps in learning are quickly identified and their learning objective included in the individual planning to ensure that children make good progress. Consequently, children are being well prepared for the next stage in their learning. The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively. She encourages children to freely access the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in everyday play. Children with English as a second language are well supported to make good progress in their communication and language. They build their vocabulary so they become confident communicators when they start school.

The learning environment is well organised for children to freely select resources, supporting children's learning. Indoors and outdoors, there is a good range of natural materials to explore and there are many interesting resources for children to examine the different textures. However, there is scope in the outdoor area to extend the range of resources and activities to further stimulate and challenge children's thinking about numbers.

The childminder completes accurate observations of the children in the prime and specific areas of learning and uses these to effectively plan for the next steps in their learning and development. The observations and assessments of children's progress are used well to promote learning. She demonstrates a good understanding of the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and learning styles. The childminder completes a record of what children do, and this is shared with parents to ensure they are kept fully informed. The childminder plans for the children's next steps in learning and shares these each week with parents to support children's learning at home. She is aware that it is important that children are well prepared to move on to other provisions. Their learning records are summarised at regular intervals to inform parents and any other providers of care that children attend. This means that children are well prepared for the next stage in their learning. The childminder is aware of the progress check at age two and information is collated to enable these to be completed, as required.

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

The childminder is committed to her childminding service and takes effective steps to ensure the children's welfare needs are fully met. Children have developed strong

attachments to her and are very happy and settled during their time spent with her. She remains calm and focused at all times. The childminder has realistic expectations in accordance with children's ages and stages of development. Therefore, children respond positively towards her, demonstrating good behaviour. Children are settled and relaxed in the childminder's care. The childminder prepares children for transition to other providers, building their confidence through attending toddler sessions where they socialise with other children in a group.

Healthy snacks and meals are provided by the childminder, such as, fruit and water or milk, which is served to children in a social setting. They develop an understanding of eating together at the small table. Children are provided with routines that meet their individual times for rest and relaxation as well as robust physical exercise. Children freely access the garden, where a good range of activities promote children's learning and development in many areas. They visit the park where they can run and climb, developing their physical skills. Therefore, children are developing an understanding of the importance of fresh air and exercise to promote their good health. The childminder organises her home very effectively and provides an enabling indoor and outdoor environment. She provides a wide range of age-appropriate resources that the children can freely access, promoting free choice and building independence. The childminder is proactive in supporting children's understanding of diversity; books and resources that support children's understanding of differences and disabilities are freely available.

The childminder, through risk assessment of her home and activities, and effective supervision, develops children's understanding of safety. She works with them in developing their own understanding of this. For example, she follows the 'Emergency' fire evacuation procedures and discusses with the children what went well and how they can make improvements for next time. They have discussions about road safety while walking in the local community and why it is important for them to keep near the childminder when visiting the park. The childminder has implemented ongoing risk assessments of her home and resources to ensure accidents are minimised. The childminder is effective in enhancing children's awareness of safety.

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

This inspection was prioritised following a recent visit by Ofsted. Ofsted received a complaint that raised concerns about behaviour management and therefore the childminder's ability to safeguard children. The provider was interviewed where it was found that the childminder had not handled children's behaviour appropriately and had also failed to notify Ofsted of a significant event. The childminder was issued with an initial warning letter in respect of failing to notify Ofsted of a significant event within the required 14 day timescale. Welfare requirements notices were also issued in relation to the adequate supervision of children through effective deployment of staff and the requirement for the childminder to obtain the necessary skills to manage children's behaviour effectively. A notice to improve was also issued to ensure that the childminder obtains the necessary skills to meet the individual needs of children who have English as an additional language. These actions have been promptly met. The provider has updated

her safeguarding training, clarified the roles linking to her co-childminder, attended training for 'promoting positive behaviour' and training to support children with English as an additional language. She is now fully aware of the requirement to notify Ofsted of any significant issues within the 14 days. Therefore children's safety and well-being is assured. The childminder has a clear understanding with regard to her role and responsibility in meeting the requirements of the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and she has completed training to ensure she is fully informed with regard to safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required contact numbers are readily available and she ensures parents are made aware of these at the onset of a placement. A range of relevant policies and procedures underpin the welfare and safety of the children attending. Written risk assessments are completed and she uses these to minimise the risks to children.

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. Personalised planning is in place and ongoing monitoring ensures their individual learning styles are met. Parents and children's views are sought, she asks parents to give feedback through completing the questionnaire about her service and discusses with the children what they enjoy doing; these are linked to the childminder's evaluation of her service. The childminder reflects on her practice and is continually making improvements to her childminding service. She is proactive in seeking information from other childcare providers and reading to research different ways to support children's learning. 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.

Partnerships with parents are good and they have access to a wide range of information about their children's learning and development. The childminder has daily discussions to keep them informed of their children's progress, which supports them to continue their children's learning at home through similar activities. The observations and photographs, keep parents well informed together with her overview about the stage children are in their learning. Links with other providers of the Early Years Foundation Stage are in place. The childminder confidently discusses the necessity of sharing relevant information with regard to children's learning and development to ensure and promote children's progression.

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	313359
Local authority	Kingston upon Hull
Inspection number	952883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	19/08/2009
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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