

Inspection date

23/07/2014

Previous inspection date

23/03/2009

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 and her assistant form warm and friendly relationships with the children. This helps them to feel safe and secure.
- The childminder teaches children through play and first-hand experiences, which encourages them to be active and engaged in their learning.
- The childminder and her assistant understand their safeguarding responsibilities, which helps to keep children safe.

It is not yet good because

- Observations, assessment and planning are not well established, which means children make satisfactory progress in their learning and development.
- Planning and the progress check completed for children aged between two to three years is not sharply focused on meeting their communication, language, physical, personal, social and emotional needs. This weakens learning in other areas and means children make satisfactory rather than good progress.
- There is scope for the childminder to build on the partnerships that she has formed with parents, by encouraging them to more effectively share information about their child in order to improve the teaching and learning and to strengthen planning.
- Children do not move freely between inside and outdoors, which has an impact on their learning, health and well-being. Both environments lack displayed words and signs to help children with their developing reading skills.

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 looked at the areas used for childminding, indoors and outside.
The inspector looked at how the childminder and her assistant interacted with children during their play as part of the evaluation of the quality of teaching and learning.
- The inspector spoke with the childminder and children present during the inspection.
- The inspector looked at a sample of records, including documents to plan for children's learning and those used to record their progress.
The inspector looked at a range of documents, including a sample children's files and records to show that the childminder, adults in her family and her assistant have been checked to ensure they are suitable to work or be in close contact with children.

Inspector

Jackie Phillips

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Hull. The ground floor of the house is used for childminding. There is an enclosed rear yard for outdoor play. The family has a dog and two tortoises. The childminder is registered to work with an assistant. She takes and collects children from local schools and pre-schools. There are currently 14 children on roll, of whom 10 are in the early years age range. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- provide challenging and enjoyable experiences for children in all areas of learning by developing knowledge and understanding of the learning and development requirements through the use of robust observation and assessment of children's learning to strengthen planning, taking into account children's interests, individual learning styles and the next steps in their learning
- develop the provision for the youngest children by placing a strong focus on the prime areas of learning, in order to guide the progress check completed for children aged between two to three years and to plan for the next steps in their learning.

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

- help parents to more regularly share what they know about their child's interests and experiences from home, in order to improve the teaching and learning and contribute towards the planning of activities
- develop the arrangements for children to move freely between the indoor and outdoor environments so that they have greater choice, their health and well-being is enhanced and they benefit by use of flexible space to explore and investigate
- provide a rich-print environment, inside and outdoors, to help children recognise simple words and signs in support of their developing reading skills.

Inspection judgements

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

The childminder gets to know her minded children well. She observes each one to make an assessment of their progress, which helps her to think about their future learning needs. However, observations and assessment are not regular enough nor are they well planned for, to take place across the seven areas of learning. The information she gains is not always successfully used to build on children's learning. For example, she does not identify and plan for their individual next steps in their learning in order to ensure that each one makes good rather than satisfactory progress in their learning and development. Long-term plans include an interesting range of monthly topics. The childminder always ensures her planning is flexible to allow her to make speedy changes so that she can follow children's wishes or their interests. However, the planning of the programme for learning is broadly aimed at all children. It does not always take into account the specific needs of each child according to their next steps, individual needs or different learning styles.

The childminder helps children to learn through play and through access to first-hand experiences, such as trips and outings in the community. She has a generally good knowledge and understanding of how to promote the learning and development of children. For example, she confidently adapts activities to meet the needs of children of different ages. This makes sure that activities are developmentally appropriate for each child. Children are able to play happily and, in the main, harmoniously with each other. They are provided with good support from the childminder and her assistant, who help them to understand about sharing and taking turns, resulting in most children generally behaving well. Minor disputes are quickly rectified with clear explanations from the childminder and her assistant to help children understand how to behave. This helps children develop skills to enable them to work alongside other children in preparation for their future learning and, in particular, school.

The childminder forms friendly relationships with parents. However, there is scope for her to build on this by encouraging them to more effectively share information about their child in order to improve the teaching and learning and to strengthen planning. The childminder writes down a brief description of the youngest children's day and their routines in a daily diary which is given to parents. This helps them to be kept informed and updated. The progress check completed for children aged between two to three years and the planning for their learning and development are not focused sharply enough on their communication and language, physical development and personal, social and emotional development. This weakens children's successful learning in other areas. It means they develop a basic rather than a robust range of skills that they will need for school or the next stage of learning and that they make satisfactory rather than good progress.

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

Children use a varied range of toys and equipment, many of which can be easily seen or reached by the children themselves. This helps with their choice and decision making. Some of the children's pictures are displayed on the walls, which helps to raise their self-esteem and provide a sense of belonging. However, the environment, inside and outdoors, lacks the display of letters, words and printed signs to help children recognise simple key words to help with their developing letter recognition and reading skills. Outdoors, there is a selection of larger pieces of equipment for children to use. These provide children with the opportunity to develop their physical skills and learn how to accept and manage challenge and keep themselves safe, such as by climbing and balancing. Children do not have the opportunity to move freely between inside and outdoors, which has an impact on their health and well-being. It also restricts their choice and decision making and access to a wider range of learning experiences to meet their different learning styles and keep them interested, motivated and well engaged.

New parents and children are invited to take part in short stay and play sessions when first introduced into the setting. This helps them to become familiar with the childminder and learn about their new environment. It also provides the opportunity for the childminder and parents to share information about the child to make sure that each one's individual needs are met. The childminder fully understands the importance of this in order to promote children's emotional well-being so that they feel confident, safe and secure.

The childminder is the key person for all children. She is keen to develop this further by supporting her assistant to take on a more active role with this. This shows the childminder is receptive to think about how she can make adaptations for the benefit of the children. The children present during the inspection show that they are happy and content at the setting. They confidently talk to the visiting inspector and are keen to show off their expert jigsaw skills, share their news and discuss their likes and dislikes. They know the childminder's routines well, helping to tidy the toys away before they have their mid-morning snack or lunch, and waiting to wash their hands before eating. They are involved in trips and outings, which helps them to learn about their community and the world in which they live. Children sometimes go to local schools to watch productions that older children are part of. This helps them to begin to understand about the school environment in preparation for when they begin to attend.

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

The childminder and her assistant both understand what they must do if they have any concerns about a child's welfare or well-being. This includes who to report any concerns to. Both have taken part in various training events that include first-aid and safeguarding training as part of their professional development. There are some safeguarding guidance documents in place for referral. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the childminder and her assistant.

Monitoring of the provision, including the delivery of the educational programme and assessments of children's learning and development, provides a general and broad

overview. The system is not yet robust enough to ensure that all children make good progress in line with each one's individual learning needs across all the areas of learning. The childminder works very closely with her assistant and they often attend training together so have equal access to the same information. The childminder has ideas to develop the role of her assistant and improve practice, for example, by her taking on the role of a key person. The childminder and her assistant have a generally good understanding of their responsibility to meet the learning and development requirements of the Early Years Foundation Stage, although there is scope to improve this.

The childminder shares information with parents to keep them informed. She has links with other providers in the area, including schools and other childminders, which enables her to share and receive information. No children currently attend any other early years settings, however, the childminder is aware of her responsibility to share information with other providers of settings that children will attend. This shows that she understands the benefits that partnership working has towards children's care and learning. The childminder evaluates her provision by talking to the children and parents, and has recently distributed a parental survey as a more formal way to seek their views and opinions. This will help her to consolidate her ideas for further improvement of her setting.

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	313380
Local authority	Kingston upon Hull
Inspection number	865034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	23/03/2009
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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