

Inspection date	31/07/2014
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quality of teaching and learning is good. Children make good progress as they happily engage in purposeful learning experiences delivered through indoor and outdoor play.
- Children have close bonds with the childminder, which means they are settled and secure. This means each child's needs are well met.
- Children are kept safe because the childminder has a clear understanding of her role and responsibilities, therefore, minimising risks to children.
- The childminder has strong partnerships with parents and regular and effective communication ensures all children's individual needs are met.

It is not yet outstanding because

- Children have fewer opportunities to investigate and explore and extend their creative and critical thinking skills in the outdoor environment.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 of the premises used for childminding purposes indoors and outdoors.
- The inspector spoke to parents and viewed information from parent questionnaires and parents' comments in children's files.
The inspector viewed a selection of documentation covering children's learning, children's records, policies, attendance records, risk assessments and self-evaluation.
- The inspector observed children indoors and outdoors.
- The inspector had discussions with the childminder and spoke to children at appropriate times throughout the inspection.

Inspector

Samantha Smith

Full report

Information about the setting

The childminder was registered in 1994. She lives in a semi-detached property with her husband and adult child in Kingston Upon Hull. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. In the immediate area is a primary school and library and within walking distance is a range of shops. The ground floor of the house is used for childminding, which consists of a lounge/dining room, kitchen, conservatory and bathroom. There is access to an enclosed garden at the rear that is used for outdoor play. The childminder takes the children on regular outings and to stay and play sessions at the children's centre, and sessions at the local library. There are currently six children on roll, all of whom are in the early years age group. The childminder operates all year round, from 8am to 6pm, Monday to Friday. The childminder is accredited to provide funded nursery education for two-, three- and four-year-old children. The childminder is a member of the Professional Association for Childcare and Early Years and has completed step one and two of the Humber and Yorkshire Steps to Quality scheme. She has a childcare 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 learning opportunities outdoors so children can use a wide range of natural resources and activities to explore and investigate the natural world, in order to support and encourage children's creative and critical thinking skills
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Children's learning and development is promoted effectively as the childminder has a good understanding of the Early Years Foundation Stage. The childminder delivers good-quality teaching for children. Consequently, children make good progress from their starting points. Children are interested and motivated in their learning as the childminder has a good knowledge of individual children's interests and plans activities around these. The childminder monitors children's progress through ongoing observations and uses this information to guide her planning. As a result, children's learning and development is successfully promoted, to ensure that they gain the necessary skills and attitudes to be ready for their next stage of learning. The childminder pays attention to developing children's communication and language skills, chatting to children about what they are

doing, reading books and singing. Children are confident and at ease in their environment, as the childminder encourages them to talk. Children have access to a computer tablet, which they use to make up stories and rhymes recording their own voices. As a result, children are developing their communication and language skills and are supported to become exploratory learners. These stories can be sent to parents, which support children's learning at home. Children attend music and singing sessions at the local library and stay and play sessions at the local children's centre. This supports children in their personal, social and emotional development. As a result, children learn to play together and are developing friendships, which in turn supports their readiness for school.

The childminder provides a range of experiences and activities, which cover the seven areas of learning. Children have access to a wide range of resources, which are labelled with words and pictures. This supports children at different ages and stages of development and encourages children's independence as they are able to choose what they would like to play with. There is a wide range of developmentally appropriate activities with a good balance between those that the childminder leads and those that children choose for themselves. For example, following on from one child's interests in butterflies, children learn about the lifecycle of the butterfly. Mathematical language becomes a part of children's learning as the childminder understands how to incorporate this into activities that stem from children's interests. For example, the childminder uses vocabulary, such as, big, bigger and small when supporting a child in a stacking activity. Older children learn about patterns and symmetry in butterflies and take part in sequencing activities when reading a story about a caterpillar. Children are creative and imaginative and make butterfly wings out of scarves and material, which they use during role play. Children have access to a range of mark-making equipment, which supports their emergent writing and their physical skills. For example, children take part in mark-making activities outdoors with paintbrushes and water and on the computer tablet. Children enjoy activities and resources in the outdoor environment, such as, bicycles, balls, slides, sand and water play. However, there is scope to enable children to make further choices in the outdoor environment and extend the opportunities for them to experiment and explore using more open-ended natural resources, to support children to further develop their creative and critical thinking skills.

The childminder has effective partnership with parents, which results in continuity of care and learning for all children. Parents are encouraged to provide information regarding their children through All about me booklets on entry. These help the childminder to identify children's starting points, which enable her to plan for children's individual needs. The childminder shares information with parents on a daily basis and completes termly assessments. Parents use this information to extend their children's interests at home. This means they successfully contribute towards their children's learning and development. The childminder completes the progress checks for children between the ages of two and three years. She shares these written checks with the parents, which enables them to see their children's learning and development progress. As a result, any gaps in learning and development are identified and appropriate support can be put in place. Therefore, children make consistent progress in relation to their starting points. Parents are encouraged to add to and evaluate their children's learning folder regularly. This means they are kept extremely well-informed of their children's progress.

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

Children form close bonds with the childminder and as a result, children are secure and settled. The childminder creates an environment that is welcoming, safe and stimulating, where children form secure emotional attachments and learn and develop effectively. Children play happily and interact willingly with adults. The childminder is calm and patient and supports children to use good manners. The childminder provides well-planned daily routines and age-appropriate activities. There are simple house rules in place and these are reinforced with gentle reminders when required. Good communication with parents ensures that information is regularly shared to ensure that children's welfare is fully supported.

Space in the home is used well and offers children access to different areas. For example, children freely use the sitting/dining room and the conservatory to play and relax in, or use the table where they have their meals to play games or enjoy creative activities. Children are provided with a range of healthy and nutritious snacks and have access to milk and water. Children are supported to understand good hygiene procedures as they are encouraged to wash their hands before mealtimes. This helps children to learn how to keep themselves healthy. Children are actively involved in discussions about healthy eating. For example, children taste the different foods that the caterpillar from the story eats and they discuss whether these foods are healthy and nutritious or not.

Children are able to move freely between indoors and outdoors to a well-equipped outdoor area. This ensures all children have daily opportunities to be outside, supporting a healthy lifestyle and promoting their good health. Children engage in daily outdoor play opportunities, where they learn about nature by planting, growing and observing changes that take place in the seasons. For example, children grow sunflowers, carrots, sweetcorn, tomatoes and lettuce. This develops children's understanding of where food comes from and supports children's developing physical skills. Children are supported in their understanding of staying safe outdoors, for example, by putting sun cream and sun hats on before going out in the sun. Children are learning to use equipment and the environment safely and listen to support that is given. This shows their growing awareness of safety and risk management. For example, children listen to instruction on how to manage stairs, safely and carefully. Fire drills are practised regularly, supporting children to have a strong understanding of how to keep safe.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She has undertaken recent training to keep updated and has knowledge of the local child protection procedures should she have concerns about a child. Consequently, she is knowledgeable about how to protect children to keep them safe from harm. The childminder has a wide range of written policies and procedures in place and reviews these regularly. She shares these with parents and ensures they are

fully aware of her role in protecting children in her care. The childminder has thorough risk assessments in place, which minimise risks to children. All adults in the home are suitably vetted and subject to appropriate checks. There is a range of thorough, well-maintained documentation in place. This results in effective procedures to protect children.

The childminder demonstrates a commitment to continually improving her practice and provision and has attended a wide range of training courses since her last inspection. These courses have increased her knowledge and understanding, resulting in good outcomes for children in her care. Since the last inspection, she has completed her childcare degree. This shows that the childminder is committed to providing quality care and learning for children and to broadening her practice. The recommendation from the last inspection has been addressed. The childminder has completed a self-evaluation of her provision and has identified clear strengths and areas for improvement. She has reflected on her provision in order to improve her practice, by looking at ways to develop children's files and by ensuring children are making good progress towards the early learning goals.

There are very good partnerships with parents, who explain they are kept regularly updated with information on their children's learning. Parents receive clear information on the setting and their children's progress. Information is constantly exchanged verbally and through newsletters. Parents' views are sought through questionnaires. Children's progress files are regularly shared with parents and provide detailed information on each child's progress and development. Parents are encouraged to contribute to this process by sharing information relating to their children's interest and achievements from home. Parents confirm they are happy with the setting and the information they receive. The childminder works in partnership with some of the other settings that children attend, in order to ensure that important information about children's learning and development is shared. However, this work has not been fully extended to include all the practitioners who are involved with minded children. As a result, there is more to do to strengthen communication links with some partners.

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	313341
Local authority	Kingston upon Hull
Inspection number	868135
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/05/2011
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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