

Inspection date	13/11/2014
Previous inspection date	17/01/2012

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

- Children build secure attachments with the childminder and, as a result, they are happy in their surroundings and show pleasure in their play and interactions with her.
- Children are well behaved because the childminder uses consistent house rules and discussions to support their understanding.
- The childminder involves parents as partners in the setting. This relationship is based on regular two-way communication to ensure children's individual care needs are met.

It is not yet good because

- The childminder has not considered how to maintain children's safety with regard to the use of mobile telephones and cameras.
- The childminder does not complete the progress check for children between the age of two and three years. As a result, opportunities are missed to identify any gaps in learning and development, in order that the appropriate support can be put in place.
- Self-evaluation does not identify clear priorities and plans for improvement, in order to drive forward practice and improve outcomes for children.
- Children have limited access to natural resources and sensory experiences in order to explore and investigate.

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 viewed a selection of documentation covering children's learning, policies and attendance records. In addition, the inspector checked evidence of the suitability of all adults in the setting.
- The inspector took account of the views of carers spoken to on the day.
The inspector observed practice and interaction between the childminder and children and had discussions with the childminder at appropriate times throughout the day.
- The inspector undertook a joint observation with the childminder.

Inspector

Samantha Smith

Full report

Information about the setting

The childminder was registered in 2001. She lives with her husband in an end-terrace house on the outskirts of Kingston upon Hull. There is a park close by. The ground floor of the property is used for childminding purposes which consists of a lounge, kitchen/dining room and toilet facilities. There is a fully enclosed garden to the rear of the property for outdoor activities. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently has one child on roll, who is in the early years range and attends for three mornings a week. The childminding provision operates Monday to Friday, 8.30am to 5pm, all year round, apart from during family holidays.

What the setting needs to do to improve further

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

- develop safeguarding arrangements further, with regard to the use of mobile telephones and cameras by visitors to the setting, to ensure children's safety at all times
- ensure that the written summary of the progress check for children between two and three years is completed and shared with parents, so that they are able to share the information with other relevant professionals, such as health visitors.

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

- improve upon self-evaluation to monitor educational programmes and clearly identify and prioritise targets for improvement, so that all children are supported to make good progress
- provide a wider range of natural materials and sensory experiences, such as sand, water and malleable materials, to enable children to explore texture and develop their motor skills.

Inspection judgements

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

The childminder has a suitable understanding of the Early Years Foundation Stage and undertakes some observation and assessment. Regular observations are undertaken and evaluated. Next steps are beginning to be identified. This enables the childminder to

complete appropriate planning for what children need to learn next. Consequently, children are making satisfactory progress in their learning and development, based on their starting points. The childminder plans a range of adult-led and child-chosen activities. Children are able to help themselves to a range of age appropriate resources and equipment that covers the seven areas of learning reasonably well. As a result, children are given opportunities to explore and investigate independently.

Children's mathematical skills are promoted adequately. The childminder counts and uses some positional language during play. For example, when rolling a ball the childminder supports children to roll it using verbal directions, such as, 'next to,' 'in front of' and 'behind'. The childminder promotes children's early language and literacy skills reasonably well. Children are beginning to recognise print in their environment as there are some posters and picture displayed at their level. Children enjoy reading with the childminder, who asks age appropriate questions and encourages children to name familiar objects. For example, the childminder supports children to name animals and encourages them to make the correct sounds. These experiences promote children's acquisition of language in preparation for the next stage in their learning. However, there are fewer opportunities for children to engage in sensory experiences, such as, playing with sand, water and malleable resources, as these are not freely accessible and their use is not planned for. As a result, opportunities for children to investigate different textures, practise early writing skills and further develop hand-to-eye coordination skills are not fully promoted.

Parents and carers are welcomed into the home and are encouraged to share information about their child. Carers comment on how welcoming the childminder is and how much their children enjoy attending. The childminder shares information about children's care and learning with parents on a daily basis through discussion. However, the childminder does not complete the progress check for children between the ages of two and three years. As a result, any gaps in learning and development are not identified and shared with parents. Consequently, the opportunity to ensure appropriate support is put in place, so that all children make good progress in their learning and development, is missed.

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

The childminder provides a warm and welcoming home environment. She shares caring and affectionate interaction with children and provides them with emotional reassurance. As a result, children are emotionally supported in making progress in their learning and development. Children's emotional needs are met by the childminder who supports and comforts children with cuddles and reassurance as required. The childminder obtains some useful information from parents about their children's care routines during initial meetings. This enables her to meet children's individual needs and ensure they are cared for in accordance with parents' wishes. Consequently, the move from home into the childminder's care is a smooth one.

Children generally play happily, interact willingly with adults and behave well. The childminder supports children to manage their behaviour with gentle prompts and reminders as necessary and displays a clear set of house rules, which she reinforces to the children when required. She is positive in her approach and offers lots of praise to develop

children's self-esteem. This helps them to feel good about what they do. Children are learning to use equipment safely and to listen to the childminder, who offers explanations in order to support their growing awareness of safety and risk management.

Children begin to learn about healthy lifestyles through active play, both indoors and outside. Children get regular opportunities for fresh air, they have access to a garden and go on outings to the local park for more physical play. Children have opportunities to take safe risks and experience physical challenge in the local park, these opportunities promote children's continuing fitness and well-being. These outings, along with walks and trips to the shops, help children to develop confidence, independence and social skills outside the childminder's home. This supports children in their personal, social and emotional development and helps to prepare them emotionally for the next stage in their life, such as attending other settings and school. Children are supported to make healthy choices about what they eat and the childminder shares information regarding healthy eating with parents during the settling-in process. Children are beginning to learn hygiene routines, such as, washing their hands before meal times and after they have been to the toilet. There are hand-washing signs displayed in the toilet area, which support children to learn how to keep themselves healthy and prevent the spread of infection.

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

The childminder has some understanding of the safeguarding and welfare requirements. She can identify the signs and symptoms of abuse, has clear procedures in place and demonstrates that she knows what to do if she has concerns about a child in her care. However, safeguarding practice is not fully robust. For example, the childminder has no procedure in place regarding the use of mobile telephones and cameras by visitors to the setting. The childminder has a number of written policies, which are shared with parents. All of these are reviewed regularly. Arrival and departure times of children and visitors to the setting are recorded. All doors are kept locked and there is an alarm, which beeps when the exterior door is opened, this helps keep children safe. All adults in the home are suitably vetted and subject to appropriate checks.

The childminder has a basic understanding of the learning and development requirements. However, she does not use self-evaluation to reflect on her practice and identify strengths and areas for improvement. As a result, clear priorities and plans for improvement have not been identified, in order to drive forward improvement to provide better outcomes for children in her care. The childminder does not monitor educational programmes to ensure they are effective. Consequently, not all children are provided with a broad range of experiences that meet their individual needs and help them to make good progress in all areas of learning.

The childminder establishes positive relationships with parents and carers. For example, she shares information at the beginning and end of the day and passes on information regarding children's care routines. She understands the importance of developing positive relationships with other professionals and early years providers involved in supporting the children's care and education. Currently, there are no children on roll attending other

settings. However, the childminder is able to discuss how she will establish partnerships with other settings when the need arises. As a result, the childminder demonstrates her understanding of the importance of preparing children appropriately for the next stage in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	313312
Local authority	Kingston upon Hull
Inspection number	868131
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	17/01/2012
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

