

## Inspection date

Previous inspection date

17/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 very happy, settled and eager to learn. They show high levels of independence and curiosity and have developed strong relationships with the childminder and her family.
- The childminder provides an interesting learning environment both indoors and out. She has a good awareness of how young children learn and robust systems are in place for observation, assessment and planning.
- Children's learning journals are in place and clearly show how the childminder uses observation to challenge and promote children's progress towards the early learning goals.

### It is not yet outstanding because

- The childminder uses the Ofsted self-evaluation tool to effectively highlight areas for development. She attends a wide range of training to develop her knowledge and skills. However, systems to involve parents and children in the self-evaluation process are still in the early stages.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the living, dining and play rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, daily diaries, planning files, weekly menus, the childminder's self-evaluation form, a selection of policies and children's records.

## Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and children aged four years and 22 months in Hartlepool. The whole of the ground floor, fourth bedroom and first floor bathroom is used for childminding. There is a garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently four children on role, of which three are in the early years age range.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

### **What the setting needs to do to improve further**

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

- continue to develop systems to ensure parents and children are fully involved in the self-evaluation process. For example, develop the use of questionnaires to ensure parent's and children's views are regularly sought and acted on.

### **Inspection judgements**

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

The childminder provides an interesting and challenging learning environment, where children are very happy, settled and eager to learn. She has a secure knowledge and understanding of how to promote the learning and development of young children. Educational programmes are robust. Children's learning journals and planning sheets clearly show how the childminder uses observations to plan a varied learning experience for all children. Progress summary sheets are in place and clearly show how all children are making good progress towards the early learning goals. All children are working comfortably within or above the typical range of development expected for their age. Parents are kept well informed about their children's progress. They comment in children's learning journeys that it is 'so lovely to see how happy she is and how much fun she has been having, and doesn't want to leave. They also state that 'we see such a big difference in our child, especially how much he mixes better with other people. He changes every day so it is so lovely to have this documented.'

Children confidently make choices about their play and freely access the wide variety of resources. They show high levels of independence and curiosity and have developed strong relationships with the childminder and her family. Young children concentrate intently on the activity of their own choosing for short periods. For example, they enjoy using the hammer to knock down the coloured shapes and seek support from the childminder to help them turn it over so they can repeat the activity. The childminder quickly responds to their verbal and non-verbal requests. She uses lots of positive and meaningful praise, providing encouragement whilst promoting their confidence and self-esteem.

The childminder promotes children's communication and language skills very well. She consistently repeats single words to young children to help them to gradually link the word to its meaning. She also takes children to 'signing tots' and 'baby babble' groups to further help develop their communication, understanding and speaking skills further. The childminder uses her garden to develop children's understanding of the world around

them. They have grown a range of vegetables, fruit, flowers and herbs, such as, strawberries, runner beans, radishes and a wild flower meadow. They regularly water them to help them grow and harvest them when they are ready to eat

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

The childminder has a very caring nature and makes all children and their families feel welcome. She values children and is responsive to their needs, feelings and interests. Strong links have been developed with parents and the childminder obtains relevant information about children's likes, dislikes and routines. Children's behaviour is good and young children respond quickly to appropriate boundaries, with encouragement and support from the childminder. For example, she talks to them about sharing and not throwing toys. They love cuddles and close contact at quiet times and especially before sleeping.

The childminder maintains good standards of hygiene and cleanliness in areas used by children. Children are learning good personal hygiene through consistent routines and positive role modelling. For example, tissues are disposed of quickly, which helps to prevent the spread of germs. The childminder provides a wide range of nutritional snacks and meals. Menus are developed with parents to ensure they meet children's individual dietary needs. Water is freely available, all of which helps to keep children nourished and hydrated. Children have daily access to the childminder's garden and also enjoy trips to the local parks and play areas. This beginning to develop children's awareness of how exercise can be part of a healthy lifestyle.

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

Children are safeguarded, as the childminder has a good understanding of safeguarding issues and knows who to contact with any concerns. A written procedure is also in place and includes the procedure to follow in the event of allegations being made whilst children are in her care. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. A record is maintained and evaluated, to ensure children are able to leave the premises quickly and safely. Daily checks and written risk assessments are in place, which further helps to protect children's safety.

Strong links with parents have been developed and a wide range of information is shared with parents. For example, daily diaries inform them of children's routines and activities they are involved in. Parents speak highly of the childminder's service and her commitment to meet their children's needs. They state that they are 'so glad we found her before everyone else did, daily diaries keep us informed of what is going on.' They also comment that the 'childminder provides a lovely home and such a welcoming environment for children, she has clearly put her heart and soul into childminding and evident through paperwork, she must spend hours on diaries, learning journeys and policies.' Relationships with other providers are good, which, helps promote continuity in children's care, learning and development.

The childminder has a positive approach towards further development of the service provided and high aspirations for the future are clearly evident. Systems for self-evaluation are in place and priorities for development are clearly highlighted. She attends a wide range of training, to develop her knowledge and skills. She also works closely with the other childminders and the local authority advisor to enhance the service she provides, promoting outcomes for children. Although the childminder has started to develop systems to take into account the views of parents and children, such as the use of questionnaires, this is not yet fully implemented.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY441341
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	790041
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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 that are usually their 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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