

Inspection date

Previous inspection date

26/09/2012

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

- A highly enthusiastic childminder who clearly enjoys her role; therefore children settle with her quickly and are motivated to learn.
- A child-friendly, stimulating and well-resourced environment, ensures that children are well supported in making independent choices.
- The childminder treats all children as unique individuals, as she values their culture and backgrounds and good information is gathered from parents, to ensure that each child benefits from continuity and smooth transitions.
- Children are confident and self-assured and babies are very well cared for because they are looked after in a comfortable, homely environment and receive care tailored to their individual needs.

It is not yet outstanding because

- The document 'Development Matters in the Early Years Foundation Stage' is not yet fully utilised to help the childminder make judgements about whether children are showing typical development for their age.
- Although the childminder has begun to gather evidence to support her with self-evaluation, this is in the very early stages and is not yet formalised to help her prioritise targets for improvement.

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 main lounge and the playroom and accompanied the childminder on the walk to and from nursery.
- The inspector held discussions with the childminder and chatted to children and sampled various documentation.
- The inspector received two letters from parents and took these into account as part of the inspection process.

Inspector

Shirley Peart

Full Report

Information about the setting

The childminder was registered in April 2012. She lives with her husband and three children aged five, nine and 11 years old. They live in the residential area of Staindrop, County Durham, within walking distance of schools and nurseries. The whole of the ground floor, which includes a bathroom is used for childminding. There is a rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She is currently caring for five children in the early years age range on a part-time basis. She also cares for two children aged five years and one child aged over eight. She holds a level 3 qualification in childcare and runs a small playgroup one day a week.

What the setting needs to do to improve further

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

- use 'Development Matters in the Early Years Foundation Stage' further to ensure that assessments of children are used as a best-fit guide in making judgements about whether they are showing typical development for their age
- develop monitoring systems further by formulating self-evaluation to prioritise plans for improvement and include parents and children in the process.

Inspection judgements

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

The childminder is well aware of how to help older pre-school children make progress as she builds on their strengths and works on areas where they may not be as confident, especially as they get older in readiness for school. Although there is some reference to 'Development Matters in the Early Years Foundation Stage' in some of the children's learning journeys to show where they are at in their learning, she is still developing her systems to ensure that she can fully identify any gaps, track progress and match their learning and development back to the specific age bands. For new babies and children who have recently started the childminder is currently working on establishing their starting points and interests by carrying out regular observations of what they do as they settle into the provision. This helps her to identify children's interests and abilities so that she can plan effectively. For example, she has noticed that babies like tipping things out of small baskets and playing 'peek-a-boo' and she has a good idea of what older pre-school children can do well and what they need more help with. The childminder monitors children's initial settling-in periods well as she writes a summary and evaluates this, leaving space for parents to add their comments and views which are very positive; for example, 'I am absolutely delighted with the progress my child is showing.' She also offers tips to parents for things they could do at home to help them with their child's learning. She bases this on her observations of what she identifies children are good at and where she would like to help them further, to ensure that they make good progress throughout

all areas of learning.

The childminder gives children plenty of choices and good opportunities that supports their all-round development well. She knows that children enjoy being in the village and using the local facilities such as visits to the park, toddler groups, library, using the green area and going down by the stream or exploring the woodland. This helps children to develop a good sense of their community around them. The childminder acknowledges children's home backgrounds and culture and ensures that this is recognised and valued within her setting extremely well; for example, she makes scrap books which show photographs of them in their traditional costume and jewellery and images relating to their writing and religion.

Babies explore their environment happily. They crawl or walk to toys and areas that interest them and the childminder supports them very well in their early language and physical skills as she ensures that they have plenty of safe space to move around and she responds to their babbles in a lively voice. They play with pop-up toys and interactive equipment and giggle as they successfully push balls down the hole and watch it come out at the bottom. Older pre-school children leave nursery with her happily and they have lively conversations on the walk home. They choose jigsaws, which they complete competently and look at photograph albums and talk about who they see in the pictures. They say excitedly that they are going to look at their favourite 'Indian' book and confidently tell the inspector all about it as they re-call and remember words and images such as 'chapatti' and 'map'. The childminder extends children's learning very well as she helps them to phonetically spell out words.

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

Children play in a lovely child-friendly environment, which is very clean and well-maintained. They have use of two rooms, which includes a bright, cheerful playroom where children can chill out on the comfortable settee or do their art and craft. Most of the equipment for the younger children is housed in easily accessible boxes with labelled words and pictures so that they can help themselves. Therefore the environment promotes their choice and independence very well and fully supports their early reading and letter recognition.

The childminder gives children plenty of time to settle into her provision to ensure that she meets their individual needs. She works with parents on this until they feel comfortable about leaving their child with her. However, because of her competent and lively approach, children settle quickly and begin to form secure attachments. Therefore, babies are very comfortable, happy and animated and relate to the childminder very well as they approach her easily. They receive lots of close verbal and physical interaction that meets their emotional needs very well. Older pre-school children behave well and are helpful; for example, they enjoy doing tasks such as choosing a bib for the baby and pick the cushions up off the floor so that they find more space to do their jigsaw. They receive lots of positive praise from the childminder, which raises their self-esteem and confidence.

Babies nappies are changed when needed and in a hygienic way and the childminder quickly recognises when they become slightly fractious and are ready for a nap. Pre-school children manage their own self-care needs very well as they go to the bathroom by themselves and wash their hands. They have their own flask of fresh drinking water readily available so that they remain well-hydrated. The children get plenty of fresh air and exercise as they always walk to and from school and nursery. Photographs also show children enjoying and exploring in the outdoor environment as they play with large cardboard boxes, paddle in the stream or use umbrellas in the rain. Her good written risk assessments ensure that children are safe within the home, garden and on outings and children automatically put on their high visibility reflector jackets on the walk home from nursery to help keep them safe.

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

The childminder is highly enthusiastic and clearly enjoys her role. She is eager and energetic, which inspires children's motivation for learning. Her documentation is all very well organised, comprehensive, underpins her practice and supports children's safety and welfare very well. She has previous experience of working in day care settings and is well qualified; however, she is not complacent as she has completed all relevant required training for childminding and has further courses planned in the near future to help her increase her knowledge further. She is well aware of child protection procedures and has all the relevant information she needs should she need to seek advice or make a referral. This ensures that children are effectively safeguarded.

The childminder is starting to collect information and makes notes to help her with self-evaluation to establish what she is doing well and what she would like to improve. Although as a new childminder this is in the very early stages and is not yet formalised to show where improvements will be targeted. She assesses how children use equipment and reviews her documentation and changes it if something is not working well. As she has a good knowledge of the Early Years Foundation Stage she is pro-active in helping other childminders and also seeks advice from experienced childminders, for example, on how to work from home effectively.

When children attend other settings the childminder is very pro-active in aiming to engage the staff to ensure that they share what they know about the children's interests and encourages them to fill in her 'shared care' form. This is developing slowly as the childminder perseveres with this, with the aim of providing continuity for children. The childminder gives parents a welcome leaflet with good general information about her setting including how she uses the Early Years Foundation Stage in practice. Her Ofsted information poster and certificate, first aid certificate, insurance and high food rating guide are all prominently displayed. She gathers 'all about me' information on each child and gives parents daily verbal feedback as well as using written two-way daily diaries for younger children. She also slots in any of the 'shared care' forms received back from other settings. This ensures that parents and carers are very well informed. Some parents have

provided Ofsted with positive letters of support; comments include, 'I feel very lucky and thankful that I am able to leave my child in the care of such a professional childminder and that she is so happy when with her.'

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

Unique reference number	EY444480
Local authority	Durham
Inspection number	788968
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	Not applicable
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 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.

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.

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