

Inspection date

Previous inspection date

09/10/2012

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

- The childminder provides a warm, welcoming and homely environment, where children feel safe and secure.
- Strong links have been developed with parents, detailed diaries and effective communication keeps them fully involved in their child's care, learning and development.
- The childminder provides a wide range of interesting and stimulating play opportunities. Children are eager to learn and are making very good progress towards the early learning goals.

It is not yet outstanding because

- Parents and children are involved in the self-evaluation process, but plans for future improvements are not always clear.

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 room, dining room and the garden.
 - The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's 'learning journals', planning documentation,
- letters and questionnaires completed by parents, policies and procedures, children's records and other relevant documentation.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband in Hartlepool. All of the ground floor is used for childminding purposes. The garden is available for outdoor play.

The childminder is registered on the Early Years Register and is able to support children with special educational needs and/or disabilities. The childminder is also registered on the

compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range.

What the setting needs to do to improve further

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

- further develop systems for self-evaluation, by clearly highlighting areas for improvement to fully promote outcomes for all children.

Inspection judgements

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

Children are very happy and settled within the childminder's care. They are confident, eager to learn and keen to take part in activities and daily routines. They are very excited when it is time to feed the birds in the garden and know where the bird food is kept. The childminder talks to the children about how much food they need to put on the feeding station and encourages them to think and talk about the different birds that might visit the garden. Children are keen to check the 'bug hotel' to see if there are any spiders or bugs. They call for the spider 'are you there Mr Spider' and clap their hands and jump for joy when bugs appear from under the logs. This helps to develop their awareness of living things and the world around them.

Children are confident talkers. The childminder develops their speech further by giving them time to think about what they want to say and provides opportunities for children to talk about their interests. She repeats significant words and allows children time to repeat them, this helps to further develop their vocabulary. Children enjoy sharing their favourite stories with the childminder and confidently predict repetitive endings to the rhymes. The childminder encourages children to talk about the different animals, repeat the sounds they make and discuss the variety of colours. They count how many animals are on the witches broom, developing their understanding of number names and counting. Children have great fun with the small world people and use a variety of vehicles to take them on 'outing.' They pretend to drive to the local supermarket, counting how many passengers they have on board and state that 'there is no room' for some of the people 'they will have to go in the car'. This provides opportunities for children to talk about familiar events and demonstrates their developing awareness of quantities and numbers.

Children are making very good progress towards the early learning goals. Their 'learning journeys' clearly show how the childminder uses observations to plan a challenging and stimulating learning environment. The childminder has developed systems to implement

the two year progress check and parents have been fully informed of the process and invited to participate in the assessment process.

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

Children feel safe and secure with the childminder who provides a welcoming and friendly environment for them and their families. They have developed strong bonds with the childminder and her family. She knows children well and they are made to feel special and valued. Children enjoy playing 'peek a boo' games from behind the cushions and thoroughly enjoy tickles and cuddles from the childminder. They respond well to the childminder's requests and are very well behaved. The childminder provides lots of appropriate praise and encouragement, which, promotes children's self-esteem and confidence.

Good quality and well cared for resources are freely available, both indoors and out. This gives children choices about what they do and promotes their developing independence very well. Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play. There is free access to the garden and regular trips to parks, country walks, the beach and soft play areas. Children have constant access to their own water bottle and a range of healthy meals and snacks are available. This helps to keep children nourished and hydrated.

Children develop their awareness of safe practices as they are regularly involved in emergency evacuation drills. The childminder further develops their awareness of safety when out in the local environment. They talk about choosing safe places to cross the road and children confidently talk about how they 'press the button for the green man' before they can cross.

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

The childminder has a good commitment to improving the service she provides. She attends a wide range of relevant training to develop her knowledge and skills. She has developed systems to collate parents and children's views. For example, parents complete regular questionnaires, which the childminder uses to promote outcomes for children. The childminder has started to complete the Ofsted self-evaluation form and is beginning to highlight some areas of weakness. However, areas for development are not always clear, this does not fully drive future improvements.

The childminder has a good understanding of the seven areas of learning. She has implemented good systems to observe and assess children's learning and development. Next steps are clearly highlighted and used to plan a varied and challenging learning experience for all children. Partnerships with parents are strong. They are fully engaged in children's learning and development and the childminder provides a wide range of information for parents to help them guide their child's development at home. For example, when the childminder went on holiday she provided parents with information of activities they could do at home to follow on from her observations of children's current

stage of development. Daily diaries, phone calls and text messages, makes sure parents are fully informed about children's progress and activities they have been involved in. All of which ensures continuity and helps children to make very good progress towards the early learning goals. Parents state that they 'have nothing but praise for the childminder and she has helped my child's development in lots of ways.'

The environment is safe and secure as the childminder regularly assesses risks and completes daily checks. Written risk assessments are also completed and children cannot leave the premises unattended. The childminder has completed safeguarding training and has a good understanding of her responsibilities to help protect children's welfare. A wide range of policies and procedures are in place and shared with parents, this keeps them informed of the service provided. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a good understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity and coherence.

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	EY433222
Local authority	Hartlepool
Inspection number	778698
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	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

