

<b>Inspection date</b>	11/10/2012
Previous inspection date	17/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 is satisfactory**

- The childminder has developed positive relationships with the children and their families. She provides a welcoming and friendly environment, where children feel happy, safe and secure.
- The childminder has a sound understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises and has minimised these, so children are able to move around freely and safely.
- Children have a variety of opportunities to develop their social skills as they regularly visit local playgroups and activity sessions. They also visit local parks and play areas to help develop their physical skills.

#### **It is not yet good because**

- Educational programmes have not been fully developed to ensure that all seven areas of learning and development are covered, and planning does not clearly show how the childminder challenges children's development. This does not fully support children's progress towards the early learning goals.
- Systems for self-evaluation do not fully identify weaknesses or clearly prioritise actions that will drive 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 had a tour of the premises and observed children playing in the living room, dining room and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's contact books, the childminder's self-evaluation form, a selection of policies and children's records.
- The inspector took account of the views of parents through information included in questionnaires and letters.

### Inspector

Vivienne Dempsey

## Full Report

### Information about the setting

The childminder was registered in 2000. She lives in the Acklam area of Middlesbrough with her husband, two adult children and two younger children aged 17 and 14 years. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden available for outdoor play. The family has two pet cats. The childminder

cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year. She is currently minding six children in the early years age group.

The childminder has her adult child as her named assistant. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children to and from the local school and nursery, and attends several toddler groups.

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

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

- ensure educational programmes are further developed to cover all areas of learning, and are used to plan, challenge and support children's progress towards the early learning goals.

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

- improve self-evaluation systems to fully identify weaknesses and clearly highlight actions to be taken to drive future improvements.

### **Inspection judgements**

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

Children are cared for in a friendly and welcoming environment. They are observed to be happy, safe and secure and enjoy their time with the childminder. They enjoy joining in with familiar rhymes and songs and confidently predict actions and vocalisations, such as screaming when they pretend to see a crocodile. Children enjoy sharing stories about their favourite character with the childminder. They confidently point to the appropriate picture when the childminder asks them to find certain characters. This provides opportunities for children to develop their listening and attention skills.

Babies have room to crawl and explore the environment. They confidently use furniture and resources to pull themselves up to stand. The childminder provides praise for their efforts, and this helps to develop their confidence and self-esteem. Young children play alongside others and happily share and take turns. For example, they share out the balls, so that all children have one each and patiently wait their turn to put the ball in the machine. Children watch the balls spin round and clap as it moves, activating sounds and

lights. This also helps to develop children's awareness of everyday technology. Children enjoy playing with the dolls and using their imaginations.

The childminder has some understanding of the learning and development requirements and has started to develop systems to implement the progress check for children aged two years. Systems to challenge and support children's progress are in the early stages. Observations of children are beginning to show how they are making some progress, but these do not currently cover all seven areas of learning.

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

Children are well-behaved and respond to appropriate boundaries with encouragement and support. For example, when children go near the blinds, the childminder gives gentle reminders that they are not to play near them. Children quickly respond to her requests and she provides praise and encouragement, to develop their awareness of rules and boundaries. A wide range of suitable resources are freely available and children confidently access these independently. This gives them choices about what they do and develops their emotional well-being.

The childminder provides daily opportunities for children to be active and to develop their physical skills. A wide range of suitable resources are available in the childminder's garden, such as, climbing frames, bikes, tunnels and balls. The childminder regularly takes children to visit local parks and play areas, encouraging them to be active as part of a healthy lifestyle. Fresh drinking water is freely available and the childminder works with parents to provide a range of healthy snacks and meals. This helps to keep children sufficiently nourished and hydrated.

Children take part in regular outings. They visit local playgroups and other childminders' homes. This helps to develop their confidence and independence in situations away from home and their main care setting. It also helps to prepare them for transitions into other settings.

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

The childminder has developed positive links with parents. A sufficient range of information is collected at when children first attend to help the childminder meet their care routines and parents requests. Contact books and a daily exchange of information keeps parents up to date of the activities their children have been involved in and helps her meet their normal daily routines. Parents state that the childminder offers a service they would 'recommend to anyone.' They also comment that 'the childminder provides a homely and friendly service.' Parents and children complete questionnaires, which helps to inform the childminder of their views and opinions of the service, which she provides. The childminder also attends relevant training to help develop her service further. She uses the Ofsted self-evaluation tool to highlight the strengths of the setting. However, this is not

yet fully robust as it does not highlight all weaknesses or clearly target priorities for future development. The childminder confidently discusses how she has developed suitable links with other providers and is aware of how to share information to support children's care, learning and development in both settings.

The childminder has attended safeguarding training. She has a sound understanding of child protection issues, such as the signs and symptoms of abuse and neglect. She knows whom to contact with any concerns and policies and procedures are implemented well. Children are able to move around safely and freely as daily checks and written risk assessments are in place, covering the home, garden and outings. All of which helps to protect children's welfare. The childminder ensures that her assistant is aware of her policies and procedures and has completed relevant training. For example, her assistant has recently obtained a relevant first aid course, enabling him to protect children's welfare by reacting quickly in the event of an accident.

The childminder has started to implement the learning and development requirements and makes some observations of what children can do. However, these are not yet linked to all seven areas of development and planning. Also children's learning is not always fully challenged or clearly linked to precise teaching. This means that children's progress towards the early learning goals is sometimes variable.

### 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>	312816
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	818959
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/05/2010
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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