

Inspection date	15/10/2012
Previous inspection date	22/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 bright, stimulating and warm environment where children are happy and feel safe and secure.
- The childminder has a good knowledge of children's starting points and has an effective understanding of their interest. This means she can then plan for their future development.
- The childminder builds good relationships with parents and their complementary comments reflect their high level of satisfaction.
- The childminder has a good understanding of the safeguarding and welfare requirements which are effectively met. She understands her role and responsibility to ensure children are kept safe and protected.

It is not yet outstanding because

- The range of writing tools is limited to fully engage and develop children's interest in mark making.
- The systems that enable parents to review children's progress, contribute to development records and support and enhance children's learning at home is not fully in place.

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 playroom and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a selection of policies and children records.
- The inspector took account of the views of parents through information included in paternal questionnaires.

Inspector

Janet Fairhurst

Full Report

Information about the setting

The childminder was registered in 1996. She lives with her husband and two adult children in Meadowfield, near Durham. She has a pet dog. The whole of the ground floor, except for the lounge, of the childminder's home is used for childminding. There is a garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has nine children on roll. Three are in the early years age group and attend for a variety of sessions. The childminder collects children from the local schools and nursery. She provides care 45 weeks of the year from 7.30 to 5pm Monday to Friday.

What the setting needs to do to improve further

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

- promote children's progression in mark making through the use of large and small scale movements by; providing large sheets of paper, chunky pencils, chalkboards, painting the patio and fence with water using big brushes or rollers
- develop further partnerships with parents by enhancing the opportunities for parents to support and extend children's learning at home by sharing with them their children's assessment records and involving them in this process.

Inspection judgements

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

The children are happy, secure and increase in confidence as a result of the positive relationships they develop within the childminder's care. Children are making good progress towards the early learning goals. This is achieved through the childminder's good observation, and assessment arrangements. This combined with her awareness of children's abilities, likes and interests help her to tailor planning to ensure children are engaged and motivated to learn. The information gathered from the observations is clearly linked to the areas of learning and appropriate developmental stages expected for each child according to their ages. However, opportunities for parents to contribute to children's learning and development have not been fully explored to enable parents to continue children's learning at home.

The childminder makes good use of space to create a welcoming, child-friendly environment, both indoor and out. She provides children with good quality, age appropriate resources which they can freely and safely access. Children gain confidence in different environments and socialise with others when visiting toddler and playgroups. The childminder uses strategies such as using open-ended questioning and engages children in sustained shared thinking to encourage children to be creative and critical thinkers which are important future skills. For example, as children create shadows on the wall with their

hands she encourages them to think about how shadows are formed. With very young children she repeats actions such as, when operating an interactive toy to help children make sense of objects and what they see.

Young children gain confidence in their early communication because their attempts are positively reinforced, reaffirmed and valued by the childminder. The children are provided with suitable writing tools that provide some interest in early mark making. However, the children have limited access to resources that vary in size and that can be used both indoor and outdoor areas. The childminder has a positive attitude towards equality and diversity and is committed to providing a fully inclusive service. She has a clear and positive equal opportunities and inclusion policy, and incorporates some activities that link to increasing the children's awareness of the wider world.

The childminder helps children to learn good social skills and the importance of sharing and taking turns. They are also well supported by her in acknowledging different emotions and learning how to deal with them. The childminder provides children with good opportunities to take part in a wide range of physical activities. For example, they go on walks and visit local parks. This provides opportunities for children to balance, climb, run, jump and use small apparatus, promoting their physical development. Young children feel secure and actively explore and play with resources that help to develop and practice their increasing physical skills. For example, crawling to and reaching toys which interest them and using furniture to pull themselves to a standing position.

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

A warm, welcoming and stimulating environment is provided for children. The childminder has developed close bonds with children and has a good understanding of how to keep them safe and secure by implementing a range of policies, procedures and records that support this. For example, she completes regular risk assessments and maintains comprehensive safeguarding policies and procedures. Security of her premises is given high priority for example, she asks all visitors to sign in and out and makes sure that external doors are kept locked. This promotes children safety well as it ensures that children cannot leave unsupervised.

Detailed information is sought from parents at the beginning of the placement to ensure that the childminder has a good understanding of the children's individual needs and how to offer appropriate care to them. For example, she finds out about young children's home routines so she can provide continuity of care and emotional security. Settling-in arrangements for children are tailored to ensure a smooth transition from home to the setting.

Children enjoy a wide range of outdoor activities and a healthy diet provided by their parents which lays the foundations for children to adopt healthy lifestyle habits. Boundaries and behaviour expectations are clear and consistent. This enables children to

understand behavioural expectations. The childminder supervises children closely and reminds children about their own and others safety, for example, they are encouraged to put toys away to avoid others falling over them. She also encourages children to learn about road safety when walking in the local community and practises regular fire evacuation drills with children.

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

The childminder has a good understanding of the Early Years Foundation Stage Framework and the Development Matters guidance, including knowledge and understanding of the prime and specific areas of learning. This is reflected in the systems implemented for observation, planning and assessment which highlight the progression children make during their time at the setting. Effective safeguarding policies and procedures are in place and the childminder has attended training to ensure she is able to address any concerns identified in relation to child protection. All household members have had suitability checks carried out to further safeguard the children.

A good two-way flow of communication between parents and the childminder ensures a consistent approach towards children's care. Consequently, children settle into the childminding environment, and their feelings of security and sense of belonging are promoted. Parents are very complementary about the childminder and of the care she provides for the children. The childminder has established good relationships with other carers involved in the children's lives, such as staff at the local school. This ensures children's learning and development is consistently supported.

Systems for self-evaluation are generally good, with the childminder being able to identify her strengths and most of the areas for further development. The childminder is proactive and readily seeks advice from other childminders and her local authority early years advisor to further develop her understanding of Early Years Foundation Stage Framework. To support her in appraising her service she actively seeks and takes account of the views of parents through the use of questionnaires and daily discussions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	313538
Local authority	Durham
Inspection number	818967

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	22/09/2009
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.

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