

Inspection date

15/10/2012

Previous inspection date

06/03/2009

The quality and standards of the early years provision

This inspection:

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 engages appropriately with children as they play with a wide range of age appropriate toys and take part in planned activities which cover all areas of learning.
- The childminder has a sound understanding of promoting the health and safety of children. Space and resources are well laid out so that children can move around safely and freely.
- Children are developing close relationships with the childminder and are happy, confident and settled in her care.

It is not yet good because

- Systems for observing and assessing children's progress towards the early learning goals are not sufficient. They do not identify children's next steps in learning in order to plan for the individual child. The childminder does not have a sufficient understanding of implementing assessments for two-year-olds.
- The childminder has not introduced robust systems to gather starting points, and to share children's learning records with parents or other providers of the Early Years Foundation Stage.
- Ineffective systems for monitoring and evaluation mean that weaknesses of the provision have not been identified and the childminder has not kept fully up to date with recent changes to the Early Years Foundation Stage.

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.
- The inspector looked at records of children's learning, a selection of policies and children's records.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder and her co-childminder at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2008 and lives in Newton Aycliffe. She works alongside another childminder at that childminder's home in Newton Aycliffe, County Durham. The whole of the ground floor and two bedrooms and bathroom on the first floor are used for childminding. There is a garden available for outdoor play. There is a pet rabbit at the

childminding premises. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll, all of whom are in the early years age group. The childminder cares for children Monday to Friday from 7am to 6.30pm for 48 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate and a National Vocational Qualification Level 3 in children's care, learning and development. The childminder is a member of her local Childminding Network Group and the National Childminding Association.

What the setting needs to do to improve further

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

- implement the learning and development requirements of the Early Years Foundation Stage by: observing and assessing each child's progress in all seven areas of learning taking into account their stage of development; using the observations to plan activities based on children's identified next steps in learning; implementing systems to carry out progress checks for two-year-olds
- support children's ongoing learning by: providing parents with opportunities to add to observations of their child's development; sharing information about children's learning and development with other providers.

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

- consolidate the systems for self-evaluation in order to identify areas for development and drive future improvement.

Inspection judgements

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

Children are happy and settled within the childminder's care. Although the childminder is not fully familiar with the new Early Years Foundation Stage she does have a suitable understanding of how children learn and she knows the children in her care well. This is combined with a wide range of activities which cover all areas of learning. This supports children in making appropriate progress towards the early learning goals. Systems for observing children's learning and development are in place, however they are not fully developed. They do not link to the developmental matters and do not show how planning is based on children's next steps in learning. This makes it difficult to see children's progress towards the early learning goals. The childminder is aware of the requirement to carry out the two year assessment checks however, her understanding of how to

implement this is limited. The childminder provides parents with regular verbal feedback however, she has not developed systems to encourage parents to contribute to the observations of their child's learning or to identify starting points. This does not fully involve parents in their child's ongoing learning and development.

The childminder appropriately supports children as they play. For example, she encourages them to talk about the house they have built and to describe the dinosaurs they are playing with. This helps to support children's communication skills. Children show an interest in books, selecting them independently and 'reading' them to themselves. Numbers and counting are introduced to children through colourful displays on the wall and through play. For example, the childminder encourages them to count how many bricks they have stuck together. Children enjoy cuddling up with the childminder as they sit together to watch television and they come to her confidently to engage her in their play. The childminder describes how children enjoy a range of creative activities, such as painting, exploring different textures and colouring. This also supports children in developing their mark making skills. Children enjoy constructing and confidently build towers, proudly stating, 'it's the same size as me' and 'it's getting bigger', this demonstrates their ability to use everyday language to talk about size.

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

Children are well behaved and respond positively to the childminder's use of praise, as she supports and guides their behaviour. This helps to support their personal, emotional and physical development. They are settled, happy, confident and enjoy their time with the childminder and her co-childminder. Children are able to make confident choices about their play as the space is set up prior to their arrival. The childminder provides a range of age-appropriate resources which also take into account children's individual interests. For example, she provides dinosaurs to encourage children to count as this is their favourite toys.

Appropriate procedures such as keeping external doors locked and supervising children at all times, helps to keep children safe in the childminders care. Children are also beginning to learn about keeping themselves safe as they practice road safety and get reminders from the childminder and her co-childminder for example, not to climb as they may fall and hurt themselves. Children's good health is appropriately promoted. Meals are provided by parents, however, these are complemented with snacks of fresh fruit and regular drinks. Regular opportunities to play in the garden or go on outings such as to the park or to feed animals provide children with opportunities for fresh air and support their physical development. The childminder explains how she encourages children to become independent in everyday tasks such as putting on their own coats and shoes. This helps to prepare children for school.

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

The childminder demonstrates an adequate understanding of the signs and symptoms of abuse, along with procedures to follow should she have any concerns. This is supported by a clear written policy which includes allegations against the childminders. All required policies and procedures are in place and updated regularly. Written risk assessments along with daily checks ensure that space and equipment remains safe and suitable for children to use.

Appropriate systems are in place to work with parents and parents speak positively about the service the childminder and her co-childminder provide. For example, they comment, that their children 'have settled very well' and that they 'would recommend them to anyone'. Important information such as the childminder's first aid certificate and insurance details are clearly displayed and parents receive copies of all relevant policies at the start. This helps to keep them informed about how the childminder works. The childminder takes children to and from local nurseries, she explains how she passes over general information for example, asking how children have settled. However, she has not developed systems to share information about their learning and development in order to ensure continuity of care for children who attend more than one setting.

The childminder and her co-childminder have begun to make use of the Ofsted self-evaluation form to identify strengths in their setting. They regularly discuss practice and have met with the local authority advisor to try to build upon their understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder and her co-childminder have begun to address the recommendations and action raised at the previous inspection and have succeeded in effectively addressing some of these, such as developing risk assessments. However, systems for self-evaluation are not sufficiently robust and as a result, they have not identified areas for further development in order to effectively support continuous improvement.

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
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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	EY378606
Local authority	Durham
Inspection number	821479

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	06/03/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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