

Inspection date

19/10/2012

Previous inspection date

18/03/2009

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 friendly and welcoming service where children feel safe and secure. The designated playroom provides a stimulating learning environment for all children.
- Strong links have been developed with parents. Detailed diary sheets and effective communication keeps them fully involved in their child's care, learning and development.
- The childminder has worked closely with the local authority advisors and other childminders to develop effective systems to record and track children's progress towards the early learning goals. Children are eager to learn and have developed close relationships with the childminder.

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.
- Links with other providers have been developed and information regarding children care needs are shared, although systems to complement learning in other settings are still in the early stages.

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 playroom and kitchen.
- The inspector spoke with the chldminder at appropriate times throughout the observations.
- The inspector looked at children's development files, daily diary sheets and a selection of policies and children's records.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 1984 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Billingham and uses the whole of the ground floor, upstairs bathroom and the rear garden for childminding.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses such as food hygiene. She attends a childminder group and the local children's centre. She visits the local shops and park on a

regular basis. She collects children from the local schools and pre-schools.

There are currently 14 children on roll, four are in the early years age group who attend for a variety of sessions. She is open all year round from 7.30am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- develop further systems for self-evaluation, by clearly highlighting areas for improvement to fully promote outcomes for all children
- develop further links with other providers to ensure information to enhance children's learning and development in both settings is shared.

Inspection judgements

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

Children are making good progress towards the early learning goals as the childminder has developed effective systems to track their progress. Their 'development files' clearly show how the childminder uses observations to plan a challenging and stimulating learning environment. The designated play room allows children to make choices about what they do, as resources are freely available and meet children's learning needs and interests very well. The childminder has started to develop systems to implement the two year progress check and is working with parents to ensure they are involved in the process.

Children are very happy and settled within the childminder's care. They enjoy using the role play areas, such as, the play kitchen. They make 'tea' for the childminder and put the 'kettle on' and confidently ask the childminder if she wants 'milk'. The childminder provides further resources to enhance children's experiences, for example, by introducing 'play food'. Children enjoy looking through the items and finding the 'doughnuts'. They count how many 'doughnuts' they have found and use mathematical language to compare items, such as, big, small, same and more. The childminder shows children how to pronounce and use words by responding and repeating what children are saying in the correct way. This helps to develop children's speaking and listening skills.

The childminder provides a range of mark-making resources and children enjoy making

marks and confidently talk about the different coloured crayons they use. Children look at books independently, holding books the correct way up and turning pages confidently. They have developed strong relationships with the childminder and happily cuddle into her during story time. They talk about the pictures and repeat words and phrases from familiar stories. All of which helps to promote children's early reading and writing skills. The childminder provides a range of activities to develop children's understanding of the world around them. For example, children plant bulbs in the garden. She talks to the children about what the bulbs need to grow, such as, water and sunlight. This develops their understanding of growth and the natural world and enables them to observe change over time.

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

Children are confident and enjoy their time with the childminder. A wide range of resources are freely available, clean and well cared for. These are relevant to children's age, stage of development and interests. Children 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. She regularly takes children to local play and childminder groups, to help develop children's social skills. Children also visit local schools and nurseries, this helps to prepare children for transitions to other settings.

Children are encouraged to develop healthy lifestyles with a good focus on outdoor activities and play. They regularly visit local parks, country walks, outdoor play areas and soft play centres. All of which encourages children to be active, whilst developing their physical skills. The childminder works with parents to ensure children are nourished and hydrated during the day. All children have their own water bottle and warm meals with a wide range of vegetables provided for lunch. Children enjoy their food and feed themselves competently with a spoon.

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. She encourages them to 'stop, look and listen' when crossing roads and children know they have to hold hands or the pushchair when out in the local community.

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

Written risk assessments and daily checks are completed and children cannot leave the premises unattended. This helps to protect children's safety and well-being. 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. The childminder demonstrates a good understanding of the benefits of sharing relevant

information with other practitioners and agencies to ensure continuity and coherence. For example, she shares relevant information regarding children care needs with other providers. However, systems to complement learning in other settings are still in the early stages.

The childminder is keen to develop the service she provides. She attends a wide range of relevant training to develop her knowledge and skills. She also works closely with other childminders and local authority advisors to improve her systems for observation, assessment and planning. 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. However, systems to highlight areas for development are not fully in place, therefore, priorities for improvement are not always clear, this does not fully drive future improvements.

The childminder has a good understanding of the learning and development requirements. She has implemented good systems to observe and assess children's learning and development. Observations are linked to the seven areas of learning and next steps are clearly highlighted and used to plan a varied and challenging learning experience for all children. Partnerships with parents are strong and effective systems are in place to ensure continuity of care. For example, daily diary sheets, phone calls and text messages, makes sure parents are fully informed about children's progress and activities they have been involved in.

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	305720
Local authority	Stockton on Tees
Inspection number	818753
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	18/03/2009
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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