

Inspection date

25/10/2012

Previous inspection date

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 an interesting learning environment both indoors and out. The designated playroom enables children to make choices about what they do and supports their progress across all areas of learning. The childminder has a very good awareness of how young children learn and robust systems are in place for observation, assessment and planning.
- Children are very happy, settled and eager to learn. They show high levels of independence and curiosity and have developed strong relationships with the childminder and her family.
- Children's development files are in place and clearly show how the childminder uses observation to challenge and promote children's progress towards the early learning goals.

It is not yet outstanding because

- The childminder has a very good understanding of the importance of working with other providers to ensure continuity, although several attempts have been made by her to develop these links, local schools are not responding fully to her requests.

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 kitchen, garden and play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's development files, daily diaries, planning files, scrapbooks, the childminder's self-evaluation form, a selection of policies and children's records.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and two children aged one and five years in a house in Stockton-on-Tees 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 has recently

completed a BA Honours degree in Children and Early Childhood. She attends a childminder group and visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, two are in the early years age group who attend for a variety of sessions and five are school-age children who attend before and after school. 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:

- continue to develop links with other providers to ensure continuity in children's learning.

Inspection judgements

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

The designated playroom provides an interesting and challenging learning environment, where children are very happy, settled and eager to learn. Children's development files and planning sheets clearly show how the childminder uses observations to plan a varied learning experience for all children. Progress tracking sheets are in place and clearly show how all children are making good progress towards the early learning goals. They are working comfortably within or above the typical range of development expected for their age.

Children make choices about their play and freely access the wide variety of resources. They show high levels of independence and curiosity and have developed strong relationships with the childminder and her family. Young children show affection and concern for each other, they give each other hugs and pat their friends back to comfort them. They happily share and take turns, for example, taking turns to cuddle the interactive dinosaur as it 'sings.' Children enjoy making their own dough, mixing flour, salt, water, food colouring and glitter. The childminder talks to them about the changes as they add the water and food colouring. She reinforces and introduces new words, such as, glitter, sticky and smooth, giving them time to repeat the words. This helps to develop children's vocabulary and enables them to observe change and how things are made. Children show a great interest in making marks using a variety of resources. For example, they use felt-tip pens, ink pads and stamps and paint in the garden. The childminder praises children for their efforts and talks to them about the pictures they have created.

Children confidently give meaning to the marks they draw and paint, for example, they say 'that is me next to the helicopter.' All of which helps to develop children's language and literacy skills.

The childminder uses her garden to develop children's understanding of the world around them. For example, children have grown their own sunflower, she encourages children to water their plant regularly and talks to them about why. This helps to develop children's awareness of living things and what they need to grow. The childminder uses children's interests to effectively challenge their learning. For example, she provides props relevant to their favourite story, encouraging children to retell the story. Children confidently repeat familiar phrases of the story and excitedly use the props to 'chase after the gingerbread man'.

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

The childminder provides a warm and welcoming environment for all children and their families. She values children and is responsive to their needs, feelings and interests. Children's behaviour is good and young children respond quickly to appropriate boundaries, with encouragement and support from the childminder. They are involved in developing the 'golden rules', this helps to develop their awareness of boundaries and expected behaviour. Children have developed close and caring relationships with the childminder and her family. They love cuddles and close contact at quiet times and especially when sharing stories. Resources are freely available in the designated playroom, garden and living room. The childminder organises these effectively to enable children to explore and make choices about their play. This helps to develop children's confidence, self-esteem and promotes their thirst for learning.

The childminder maintains good standards of hygiene and cleanliness in areas used by children. For example, she uses disposable gloves and aprons for nappy changes and preparing meals. Children are learning good personal hygiene through consistent routines, for example, washing their hands before meals and snacks. Paper towels are used to dry hands and disposed of quickly, this helps to prevent the spread of infection. The childminder uses daily activities to promote children's understanding of safe practices. For example, she talks to them about not running through the kitchen when going outdoors and encourages them to sit on their bottom to come down the steep stairs. She provides a wide range of nutritional snacks and meals and children confidently choose and talk about their favourite fruits. Water is freely available, all of which helps to keep children nourished and hydrated. Children have daily access to the childminder's garden and also enjoy trips to the local parks and play areas. They have free access to bikes, push along resources and balls, encouraging even young children to be active. This helps to develop children's awareness of how exercise can be part of a healthy lifestyle.

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

The childminder has high aspirations for children and the service she provides. Effective systems for self-evaluation are in place and priorities for development are clearly highlighted. She attends a wide range of training, to develop her knowledge and skills and has recently completed an honours degree in children and early childhood. She also works closely with the other childminders and the local authority advisors to enhance the service she provides. All of which promotes outcomes for children extremely well. The childminder has a very good knowledge and understanding of how to promote the learning and development of young children. Educational programmes are robust and effectively challenge and enhance children's learning experiences.

Strong links have been developed with parents and the childminder obtains relevant information about children's likes, dislikes and routines. In-depth information about children's previous learning and starting points is also collected, which, she uses to plan an interesting and varied range of activities for children when they first attend the setting. Daily diaries and discussions keep parents fully informed of children's routines and development. Information is also provided about future activities and how parents can support and continue their child's learning at home. The childminder has a very good understanding of the need to work with other providers. Parents' permission has been sought and systems to share relevant information have been developed. Although the childminder has made several attempts to develop these links, schools in the local area are not responding to her requests. This does not fully ensure continuity for children's learning and development.

Children are safeguarded, as the childminder has a good understanding of safeguarding issues, signs and symptoms and knows who to contact with any concerns. An up to date and in-depth range of policies and procedures are in place. These are shared with parents at registration and available at all times. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. A record is maintained and evaluated, to ensure children are able to leave the premises quickly and safely. Daily checks and written risk assessments are in place, which further helps to protect children's safety.

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	EY446438
Local authority	Stockton on Tees
Inspection number	797893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	Not applicable
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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