

Inspection date	05/11/2012
Previous inspection date	07/07/2009

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

- Children are happy, content and eager to learn. They enjoy a good variety of interesting and stimulating activities both inside and outside.
- Children's learning and development is supported well through the childminder's strong relationships and effective communication with parents, which provide links to experiences from home.
- Children are valued and respected which means they develop in self-confidence and self-awareness and respect the differences of others.
- Children are kept safe and secure and their personal social and emotional development is fostered through strong attachments between the children and childminder.

It is not yet outstanding because

- The childminder does not regularly evaluate the educational programme to assess its impact or accurately link it to specific areas of children's development.
- Assessments of learning are not yet fully effective in using children's developmental starting points to best effect.

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 dining area and the main play room used for childminding.
- The inspector spoke to the childminder at appropriate times throughout the duration of the inspection.
- The inspector looked at children's observation and progress files, assessment documentation, policies and procedures, documents relating to children's needs and the childminder's completed self-evaluation form.

Inspector

Janice Caryl

Full Report

Information about the setting

The childminder was registered in 1982 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Witton Gilbert, County Durham. The whole of the ground floor and the rear garden is used for childminding. The family has a pet dog, two guinea pigs and a rabbit.

The childminder has completed basic training, including first aid and child protection, and

updates her knowledge through specific courses, such as food hygiene. She visits the local shops, a farm park and a recreational park on a regular basis. She attends a childminder group, the local Children's Centre and runs a toddler group at the nearby school. She collects children from the local schools and pre-schools.

There are currently seven children on roll, of which three are within the early years age group. Children attend for a variety of sessions. The childminder also offers care to older children who attend before and after school. The childminder operates each week day, from 7am to 6pm, throughout the year, except for family holidays. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- review and extend the educational programme by evaluating its impact on children's learning and accurately linking it to children's development using guidance, such as 'Development Matters'
- improve the effectiveness of learning assessments by sharply focusing on children's starting points and linking these precisely to planned activities that will further enhance children's progress.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of children. Children learn and develop through a variety of interesting activities and experiences. Planning shows a variety of opportunities that are provided for the children, and the childminder adds to this as children's interests become clear. For example, when children show their delight in singing nursery rhymes, the childminder plans to extend the learning further by encouraging them to make their own simple musical instruments. However, this system is not sufficiently robust because assessments of children's prior skills, knowledge and understanding are not always precise. In addition, the childminder does not always evaluate or link activities to specific areas of children's development in order to ensure children make rapid improvement.

Children's communication and language is promoted well through lots of chat and discussion. For example, one child had recently been to the theatre and talked avidly

about what had been heard and seen. The childminder prompted the child to talk in detail, asked questions and supported the child by introducing new words, such as 'gruel' and 'pick a pocket or two'.

The childminder has a wide range of toys and resources available for children to choose and play with, independently. Adult intervention is supportive, providing encouragement and helping children to think about what else is possible. For example, as a child made a birthday card, the childminder made suggestions so that the child could choose the colour of the card and consider using additional resources, such as scissors, glue and shiny stickers. This supports children in developing their creative imagination, independence and self-confidence.

Literacy skills are supported through lots of books and writing materials and their understanding of the world is developed as they talk about going to places abroad, such as Africa, then looking at pictures of the country and its animals in a book. A story tent is erected in the garden during the summer months, and this encourages all the children to read and talk about stories in books, comics and magazines. Children learn about number, quantity, measuring through interesting activities, such as baking, cooking, jigsaws and hopscotch, and they recently learnt to sort the sea shells they collected during a visit to the seaside.

The childminder supports children well in learning to respect and understand differences in others. For example, a minded child has a food intolerance to eggs and dairy foods, and so baking activities involve making cakes and biscuits that do not contain these ingredients. The childminder talks to the children to explain about food intolerances and then builds on this to encourage children to share and compare their likes and dislikes. Children's needs are well met as the childminder knows all the children in her care well. There are strong relationships with parents and effective communication strategies in place. For example, parents of the youngest children share what they have been doing at home through a daily diary and all parents are kept informed through daily discussions and e-mail. Parents are also invited to discuss any issues in private during the evenings and at weekends and join in with special events, such as a planned trip on steam train at Christmas. This means, children benefit from consistency of care and strong links with home.

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

Children enjoy their time with the childminder as she provides a calm and nurturing environment for all the children. Her practice ensures that all children are supported in forming strong attachments and in developing confidence. For example, one young child who dislikes attending the local Children's Centre is introduced very slowly and for short periods, whilst being able to stay close to the childminder at all times. Children are encouraged to behave well, take turns and share. They learn to be kind to each other and are learning to be sociable as they make friends and help each other. The older children particularly like helping the younger ones and are encouraged to do so by the childminder.

Children are kept safe and secure. Risk assessments are carried out on the home and garden and safety equipment, such as stair gates and socket covers, are in place. Children play safely because they are well supervised and clear explanations and good routines help them to begin to understand about fire safety, road safety and 'stranger danger'.

The childminder provides lots of outdoor opportunities for children, such as visits to the local farm, park and the seaside so that they benefit from fresh air and learning to use their bodies in different ways. There are also walks around the local area and visits to the toy library and Children's Centre to help children learn to be sociable with others. The childminder provides healthy meals for all the children and talks to them about a healthy lifestyle, such as why fruit and vegetables are good for them and how to look after their teeth. The childminder runs a toddler group in the local primary school. She has close links with the nursery, Children's Centre and secondary school in her area which means that transitions are easier for any children in her care who are visiting or moving settings.

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

Children are supported well and make good progress as the childminder has a thorough understanding of the seven areas of learning. Observations show which areas of learning children are developing in, and their next steps are planned for. The childminder assesses children on entry and monitors their development four times a year, although, these are not yet fully robust and there is room to improve the effectiveness of assessments and to more precisely evaluate the impact of the educational programme. Children receive a good balance of activities and opportunities for both inside and outside play, and the childminder works effectively alongside parents and outside agencies to ensure the specific needs of individual children are met.

Safeguarding is good because the childminder is trained in child protection and has effective safeguarding procedures. There are also a number of clear policies and procedures in place, such as those covering confidentiality, health and safety, accidents and emergencies. The environment is kept safe and secure through the use of appropriate safety measures.

Self-evaluation is mainly effective because the childminder is committed to improving her practice. She has made marked improvements since her last inspection and future plans include enhancing the outdoor area by creating a raised bed for children to plant vegetables 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
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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	313645
Local authority	Durham
Inspection number	818971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	07/07/2009
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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