

Inspection date	10/12/2012
Previous inspection date	09/09/2011

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 very settled and have formed strong bonds with the childminder. They are happy and highly interested in exploring their chosen activities and environment. Consequently, they are making good progress in their learning and development.
- The childminder helps children to learn about how to keep themselves safe and healthy through everyday routines. She encourages and supports children to take some responsibility for their own safety and ensures the environment is safe for them to play and explore.
- The childminder has a good understanding of how young children learn. She provides a wide range of opportunities to promote children's learning through play. These take place in her home and garden, at local community groups and the children's centre.
- The childminder has positively addressed the actions and recommendations raised at her last inspection. She is enthusiastic and committed to improving. For example, she evaluates what she does well and identifies areas for improvement, such as attending training to further safeguard children.

It is not yet outstanding because

- Opportunities for parents to become more involved in and contribute to children's written learning journals are not fully explored.
- Observations of some activities are not always fully linked to areas of learning to ensure children's development is continuously and precisely assessed.

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.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a selection of documentation including children's learning journals and photographs, children's records and written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged nine and 12 years in a house in West Auckland. The whole of the ground floor and the rear garden are used for childminding. The family has two rabbits as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools

and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance the opportunities parents have to contribute more fully to children's written learning journals
- clearly link all observations of children's learning and development to precisely assess children's achievements across the seven areas of learning.

Inspection judgements

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

Children make good progress in their learning and development, because the childminder supports them effectively. She provides a stimulating environment so that children can access many activities that interest them and enable them to have fun. The childminder provides good opportunities for the children to socialise with others at a variety of community groups, for example the local children's centre and toddler group. Consequently, children are making relationships and developing their social skills preparing them for transition into nursery and school. They greet each other with affection when they go to toddlers and play happily alongside each other.

The childminder actively supports young children's learning, adapting activities to meet the needs of all age ranges. She successfully encourages children's speech and language skills through asking open-ended questions and by providing a running commentary to activities so they acquire new language. Children enjoy stories with the childminder and select from a range of books. They feel the different textures on the pages and excitedly lift the flaps, confidently naming the hidden characters. They dance as they shake the bells on the Christmas tree and enthusiastically join in with actions to their favourite rhymes. For example, they use their hands to make twinkling stars and rock backwards and forwards as they row their boats. The childminder introduces words to describe number, shape and measure through everyday activities. Children learn about the wider world through a variety of experiences and outings. They play with a range of different foods and cooking

utensils from other countries, such as chopsticks and balti dishes. Children successfully thread sturdy wooden animal shapes. They concentrate well as they scoop and pour dried pasta into different-sized containers. The childminder links into this interest suggesting they thread the pasta to make a necklace for a parent's birthday. They play imaginatively with role-play resources, such as dolls and small world toys, for example, they wash their 'baby's' hands and cuddle her, as the childminder chats to them about what they are doing. Children have opportunities each day to negotiate space and use large equipment in the garden and on visits to the park. They move freely round the ground floor of the childminder's home. They take part in a varied range of outings to interesting places, such as, the farm and the railway museum.

The childminder gathers information about children's interests and starting points from parents on entry to the setting. These systems help children settle and involve parents in their children's development and learning. The childminder uses the 'Development Matters in the Early Years Foundation Stage' document as guidance, ensuring children are making good progress. Planning is adapted to meet individual interests and developmental needs, determined by both discussion with parents and observations of children's play. Children's learning journals contain observations of a good variety of activities and some next steps. However, as yet, systems for parents to contribute more fully to their child's written learning journals are not totally established.

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

Children have good relationships with the childminder. They form secure attachments and are happy and content in her care. Good settling-in procedures help children to feel secure in the childminder's home and offer reassurances to parents. For example, the childminder sends pictures messages to parents of children who do not attend regularly so they know they are settled and enjoying themselves. Children are confident and have positive self-esteem because the childminder praises them for their efforts and achievements. She supports children in learning about acceptable behaviour. For example, she successfully uses distraction techniques to manage children's behaviour in a very positive manner. They know not to climb on the furniture in case they slip and fall. The childminder is warm and attentive to children's needs, which fosters their emotional and physical well-being. For example, the childminder instantly recognises that children are tired and sits with them reading stories and offering cuddles.

Children's good health is well promoted. Suitable hygiene procedures are in place. Children have their own drinks bottle readily available so that they can access a drink whenever they want. Children benefit from varied, freshly prepared meals that meet their nutritional needs. They confidently help themselves to fruit from the bowl, with the childminder gently reminding them to sit still while they are eating so they do not choke. Children have daily opportunities to experience fresh air and exercise, for example they have fun practising their physical skills as they play with the balls; explore the large apparatus in the park and become confident at riding on the sit and ride toys. All necessary fire safety

equipment is in place and regularly checked. There are effective procedures for evacuations of the home in an emergency. Children practise these on a regular basis to help raise their awareness of what to do in an emergency. Safety in the home is of a high priority, with safety gates, cupboard locks and socket covers ensuring a safe environment. Even very young children tell adults that their seat belts need to go 'click' before the car sets off.

Children are polite and well mannered and even very young children say 'please' and 'thank you' with very little prompting. The childminder's home and garden are well organised and welcoming. The living room is set up so children can independently access a wide range of toys and activities, covering all areas of learning and offering appropriate challenges. Their artwork is attractively displayed in the kitchen. Consequently, children show a strong sense of belonging in the childminder's home. They are able to make choices about their play, learning and activities as the childminder encourages and nurtures child-initiated play. The childminder ensures children have a smooth transition from her setting to nursery and school. Younger children regularly collect older children from school and attend toddler groups where they socialise with children who will be part of the same nursery and school intake.

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

The childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow if she has a concern about a child. She ensures that parents are fully aware of her role and responsibilities to protect all children in her care. For example, she has a wide range of detailed written policies which underpin her practice and she shares these with parents before children start to attend. Risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify dangers and the appropriate steps to take to eliminate risk and keep children safe and secure. The childminder creates an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence and self-esteem.

The childminder is enthusiastic and has made a suitable commitment to evaluating her service in order to improve it. She has attended training and devised new systems to support her in meeting the revisions to the Early Years Foundation Stage. She reads childcare publications and uses the internet to keep up-to-date with current developments in childcare. The childminder has positively addressed the actions and recommendations raised at her last inspection. For example, children now have easy access to resources, such as books, small world figures and dolls, which represent differences. The childminder also plans activities that encompass different celebrations. She has some written planning and assessments in place and monitors the educational programmes, although observations need to be more precise to fully and continually inform these. She plans to use information from her observations to complete the two-year-old assessments when the time is right.

The childminder has good relationships with parents and they are kept well informed of their child's progress and time spent in her home. She completes daily diaries, sends text messages and has lengthy chats with parents to keep them informed of their child's development. Currently children do not attend more than one setting. However the childminder is fully aware of the importance of working closely with others involved in children's care, when the need arises, so as to provide continuity and consistency.

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	EY424110
Local authority	Durham
Inspection number	875775
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	09/09/2011
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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