

## Inspection date

Previous inspection date

14/11/2012

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 has a good knowledge of the learning and development requirements and plans activities that are linked to the children's individual interests and developmental needs. This helps children to make good progress towards the early learning goals.
- Children make good progress in their communication and language skills from their initial starting points. This is achieved through the strong focus the childminder places on improving children's speech and language through good quality interaction and through the wide range of experiences that they enjoy both indoors and outdoors.
- Children establish positive relationships and develop a secure attachment to the childminder who successfully promotes their well-being and provides an environment that promotes independence, choice and decision making.
- The childminder has a proactive approach to developing her skills and knowledge, which continues to improve the provision for children.

### It is not yet outstanding because

- The childminder records children's progress in learning journals but these are not used effectively to share information with parents to enable them to contribute to their children's learning.

## 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 children playing in the kitchen and the living room.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.  
The inspector looked at observations and daily dairy records of children's progress
- as well as a selection of the childminder's policies and other relevant documentation.
- The inspector took account of parents' feedback through reading completed questionnaires.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and daughter aged five years in Ingleby Barwick. The whole of the ground floor is used for childminding. There is a garden available for supervised outdoor play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She currently has two children on roll in the early years age group. The childminder takes and collects children from the local school and pre-schools and attends several activity sessions.

### **What the setting needs to do to improve further**

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

- strengthen the systems for sharing information with parents to enable them to contribute to their children's learning for example, by sharing with them the learning journal to clearly identify and plan next steps.

### **Inspection judgements**

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

The childminder provides a warm and well-organised environment where children are able to move around freely and confidently to choose toys and resources to develop their play. The childminder uses her knowledge of children's likes and dislikes when providing toys and activities to reflect their individual interests, and to plan a well-balanced range of activities that meets the individual needs of children. For example, one child loves pretend play especially with small toy vehicles. The childminder uses this interest to develop speech and language skills as they talk about what the vehicles are, where they are going and the noise they make. The childminder observes and assesses children within the prime and specific areas of the Early Years Foundation Stage, monitoring children's progress across all seven areas of learning. This ensures that each child makes good progress from their initial starting points and is able to reach their expected level of development.

The childminder interacts very well with the children. She effectively uses open-ended questions and values children's responses by giving them time to respond and explore their ideas. Furthermore, the childminder provides a narrative of what she is doing to encourage children to make links between actions and words. She provides activities that children enjoy. For example, children's interest in animals is further promoted through visits to the local pet shop and to a local venue where they can see and feed the animals such as cows, deer and sheep. Children enjoy recalling the event when they were able to offer food to the squirrel. The childminder understands that children learn in different ways. She uses their walks to encourage children's awareness of colour. For example, they look for different coloured vehicles and name the colours of flowers and leaves. The childminder encourages children to count as they spoon the cake mixture into the cases.

They develop an understanding of number through the songs and rhymes they sing and by counting how many pieces of apples they have on their plate. Children benefit from attendance at various local drop-in groups as they begin to socialise with other children and access various activities such as messy play, gymnastics and story-time sessions.

Children receive good support to develop their literacy skills. For example, they visit the library and have easy access to a wide range of books in the childminder's home. Children enjoy looking at books and take their favourite dinosaur book to the childminder where she encourages them to lift the flaps and to look more closely at the dinosaurs using the magnifying lens. Children have good access to interactive toys which encourages their interest and curiosity. The childminder gently reminds a child about how to start the battery operated car and they experiment with pressing buttons to make different functions work. Children have access to a suitable range of resources that raises their awareness of the world in which they live. This is promoted further as the childminder is beginning to introduce cultural festivals such as Diwali. The childminder provides good physical and emotional support for children in her care which prepares them for the next stage in their learning. The childminder has a positive attitude towards transitions to other settings. For example, she helps prepare children for this by encouraging them to be independent in their personal care routines and supports them emotionally by staying with them during their settling-in periods.

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

The childminder obtains detailed and useful information from parents about what children already know and can do and any specific need they may have. Consequently, at the start of their care, children settle well and form strong attachments with the childminder who knows them very well. Children demonstrate a strong sense of belonging and their self-esteem is promoted, for example, through the purposeful praise and positive reinforcement that the childminder offers. When children occasionally become frustrated, the childminder soothes them as she provides them with explanations as to why they may be feeling like this. Consequently, children settle easily as their individual personalities and needs are understood.

The childminder supports children's good health as she provides healthy meals and snacks and ensures children are able to access fresh drinking water when they are thirsty. Children learn the importance of regular hand washing during their day. Children are helped to gain an understanding of safety issues because they practise road safety during excursions in the community and understand that they must wear safety belts when in the car. They take part in emergency evacuation routines to embed personal safety routines. Children are beginning to understand about keeping themselves safe. For example, after they have finished their cakes the childminder explains that they must not touch the oven as it gets hot. This helps them to start managing their own behaviour to keep themselves and others safe.

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

The childminder shows a continued understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that all paperwork and procedures, as required, are in place and are reviewed regularly to maintain her standards. There are robust procedures for safeguarding children and ensuring that their welfare is consistently assured. Risk assessments are comprehensive and ensure that all potential risks are identified and addressed. Effective procedures to observe, assess and monitor children ensure that they are progressing well towards the early learning goals. The childminder is fully informed of the requirement to complete the Early Years Foundation Stage progress check at age two years and has plans in place to carry this out.

The childminder has established positive relationships with parents. She uses verbal exchange, daily diaries and informative notice boards to ensure parents are provided with relevant information. In addition, detailed policies are provided to the parents that cover all aspects of care and help to further promote her relationship with parents. Parents can clearly see what activities children are engaging in as this information is included in their daily diary and through the creative work they take home. However, more precise information about the progress children are making in relation to their starting points and their next steps in learning is not effectively shared. Therefore, opportunities for parents to contribute to the assessments and agree next steps are somewhat limited. Feedback from parents' questionnaires indicates that they are very happy with the care provided. The childminder has appropriate arrangements in place to enable relevant information to be shared with other settings that children are attending. For example, she frequently records school children's progress in early reading in their 'school to home book'. This creates a three-way exchange between the childminder, parent and school and provides consistency in their learning.

The childminder conscientiously identifies areas of strength and areas for improvement in her service. A drive for improvement is shown through the changes to practice implemented during the initial stages of the childminder's work. For instance, she has developed the detailed observation and assessment process, and has completed a number of short-term training courses to enhance her practice. She demonstrates a proactive approach as she seeks out activities and resources to support children's individual learning and development. She is keen to include parents in this process and achieves this through her discussions with them and the use of questionnaires.

### **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	EY446533
Local authority	Stockton on Tees
Inspection number	802055

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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