

Inspection date

Previous inspection date

11/12/2012

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 understanding of how children learn and develop. She supports them in making good progress towards the early learning goals through providing a wide range of activities and opportunities which are interesting and fun.
- Children are embraced, nurtured and welcomed into the childminder's home. They develop very good relationships with her and her family and are happy, settled and confident.
- High standards of cleanliness are maintained throughout childminding areas to help prevent the spread of infection. The childminder provides nutritious meals and drinks for children to help keep them healthy.
- The childminder has a good understanding of her responsibilities with regards to child protection and is knowledgeable of the procedures to follow should she be concerned about a child. She takes good steps to make her home safe. Children are well safeguarded while in her care.

It is not yet outstanding because

- Parents are not given opportunities to contribute to their child's development record so this information can be used to further consolidate children's learning.
- Pictures and photographs showing familiar people, events, objects and activities are not displayed to further promote children's communication and language and personal, social and emotional development skills.

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 care in the lounge and the dining room.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including children's records and the childminder's certificates.
- The inspector took account of the views of parents.

Inspector

Lindsey Pollock

Full Report

Information about the setting

The childminder was registered in July 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 13 months, 12 years and 14 years in Redmarshall. All areas of the ground floor and the rear garden are used for childminding. The family has a rabbit.

The childminder has completed training including first aid and child protection and updates her knowledge through attending courses with the local authority. She takes children to community groups, the local shops, park and nature areas on a regular basis. She also takes children to and from local nurseries.

There are currently five children on roll, all of whom are in the early years age group and who attend for a variety of sessions. The childminder cares for children all year round 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:

- extend the opportunities for parents to contribute to their child's development record and use this information to further consolidate children's learning
- display pictures and photographs showing familiar people, events, objects and activities and talk about them with the children to further enhance the programmes for communication and language and for personal, social and emotional development.

Inspection judgements

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

Children are making good progress in their learning and development. They have lots of fun and are motivated, active learners. They thoroughly enjoy the childminder's participation in activities and laugh and giggle with her, but are also able to initiate their own play. The childminder ensures children have uninterrupted time to play and explore and is careful to help children as needed without taking over. She has a secure knowledge and understanding of how to promote the learning and development of children in her care. She is beginning to use the guidance 'Development Matters in the Early Years Foundation Stage' to help her with assessment and planning systems. Educational programmes are monitored to ensure these are covered in sufficient depth and breadth and to make sure they are based on children's interests.

The childminder responds to advice and requests from parents about their children's learning. Parents comment that they 'feel very involved in their child's learning' and that the childminder is 'always willing to try and accommodate any areas of learning that we would like her to focus on'. Development records are in the process of being compiled to

document children's progress and track their achievements, but, as yet, parents are not given the opportunity to contribute to these to further consolidate children's learning.

Children are very sociable and engage well with the childminder and the other children in her home. Their attendance at community groups enables them to play in larger groups which helps with their transition into nursery and school. They enjoy looking at books and make their own opinions about the characters, declaring one character to be 'scary'. They proudly look at the photographs in their development record and talk about their experiences. However, these are not usually accessible to children and other photographs and pictures are not displayed to help further promote their communication and language and their personal, social and emotional development. Their understanding of numbers and shapes is increasing well. They enthusiastically look for different shapes in the environment as they go on outings and list these to see how many they have found. Numbers and words are attractively displayed so that children can see these on a daily basis and become familiar with them. They enjoy lots of creative activities with the childminder and her family. For example, they love to investigate paint with their hands and brushes, mixing colours and making marks and handprints as they make calendars and reindeer decorations. They are keen bakers, weighing and measuring ingredients to make buns and cakes and decorating these with great skill. Every child's birthday is celebrated with a cake which helps them to feel valued and special.

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

The childminder provides a calm, secure environment where children are made to feel welcome and comfortable. She recognises that good settling-in procedures are needed to help children feel safe and works with parents to arrange these. Consequently, children are relaxed, happy and develop close attachments to the childminder and her family. Parents comment that their children 'settle very quickly because of the childminder's enthusiasm and love for being around children'.

The childminder is conscientious about following parents' wishes and children's care routines from home. This promotes children's health and emotional well-being as well as supporting smooth transitions. Consistent strategies and clear guidance help children learn about acceptable behaviour. They are learning to share and to take account of the views of others during their play and behaviour is good. Effective organisation and arrangements at snack and meal times mean that children are learning good social skills, independence and table manners in readiness for their transition to school.

The childminder effectively promotes the good health of children. They enjoy plenty of fresh air and exercise and eat healthy, balanced and nutritious meals and snacks. They have lots of space both indoors and outside to enjoy physical play as well as using facilities in the community. They are regular visitors to parks and soft play areas and enjoy using ride on toys at the toddler groups. The childminder gives young children time to eat their food by themselves and as they get older, encourages them to use the toilet by themselves. As a result, children develop confidence in their self-care skills and are becoming increasingly independent. High standards of cleanliness are maintained

throughout all childminding areas and the childminder has achieved a high rating when her premises were inspected as part of the Food Hygiene Rating Scheme. This further promotes children's well-being.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements and does so successfully. She has completed safeguarding training which has given her a clear understanding of the steps she must take should she be concerned about a child. Good quality documentation is maintained for the safe and efficient management of the setting. For example, the childminder has a range of written policies and procedures that are in line with the requirements and support the management of her service. Accurate records are also kept regarding the children in her care to ensure that she has the required levels of information to meet children's individual needs. The safety of the children is given high regard. Risk assessments are implemented effectively to ensure that the indoor and outside environments remain safe for use by children.

The childminder attends training courses to develop her already good understanding of the learning and development requirements. Effective monitoring of children's achievement and of the educational programmes, contribute to the good progress that children are making towards the early learning goals.

The childminder has made a very positive start to her childminding career and is keen to further develop the provision. She shares good practice with other childcare and teaching practitioners and acts on advice from the local authority. She evaluates her practice and seeks feedback from parents and children to help her improve. Parental feedback is extremely positive including comments, such as, 'it gives me great peace of mind of leaving my son in the childminder's care' and 'I feel very confident and happy that I have left my son in a very home from home environment'. Partnerships with other providers, such as, the local nursery are strong and benefit those children, who attend these settings, as well as the childminder's home. Relevant information is shared to ensure continuity of care and learning for each child in this situation.

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	EY448261
Local authority	Stockton on Tees
Inspection number	806101

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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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