

Inspection date	12/12/2012
Previous inspection date	16/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy and motivated to learn. The environment is welcoming and child orientated. This means children have lots of fun and are very enthusiastic towards learning.
- An extensive range of resources are in place, these are easily accessible to all children and they have uninterrupted time to play and explore. The highly stimulating and interesting learning environment supports children's learning extremely well.
- Highly successful strategies engage all parents in their children's learning in the setting and at home. Parents are fully involved in the assessment processes. The childminder shares information about activities they can continue at home to ensure continuity in children's learning.
- Extensive daily diaries and informative newsletters ensure parents are fully informed of their child's progress and the activities they are involved in.
- The childminder consistently reflects the highest aspirations for all children. She sets herself challenging targets for improvement in order to develop her outstanding practice.
- Robust systems are in place to monitor children's development, this ensures the childminder is clear about the excellent progress they make towards the early learning goals.

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, dining room and playroom.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, the childminder's self-evaluation form, parent's and children's questionnaires, policies and procedures, children's records and other relevant documentation.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and three children aged nine, five and 17 weeks in a house in Stockton-on-Tees and uses the whole of the ground floor, upstairs bathroom and the rear garden for childminding. She attends childminder groups and the local children's centre. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, four of whom are in the early years age group who attend for a variety of sessions, and four are school-age children who attend before and after school. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder also works regularly with an assistant.

What the setting needs to do to improve further

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

- develop further opportunities for children to make marks in the outdoor area at all times of the year.

Inspection judgements

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

Children are extremely happy and content in a welcoming and child-friendly environment that helps them to feel at home and secure. The childminder works closely with parents at registration to establish children's starting points and care routines. All children have a learning journey which identifies how observations are assessed to highlight next steps in children's learning. Observations are clearly linked to the development bands and used to plan for children's individual learning needs. Children have lots of fun and are very enthusiastic towards learning and participating in activities and experiences, both indoors and out.

The childminder successfully participates with the children's chosen activities and skilfully scaffolds their learning through talk and discussions. For example, children choose their favourite book and she uses sensitivity to decide when to interact. She encourages them to name the different characters and gives them time to work out how to 'lift the flaps'. She repeats new vocabulary and gives children time to respond. She gives meaningful praise as they repeat new words and the children are keen and eager to learn. All of this is instrumental in developing the children's communication and language skills and encourages a thirst for learning.

Young children confidently run to the childminder and give her a big cuddle when they feel tired and enjoy sitting on her knee for quiet time. They enjoy making marks with a variety of resources, for example, they use a wide range of crayons, pencils and felt-tips to draw their own pictures. Children enjoy experimenting with water and making marks on paper, although, resources to make marks in the outdoor area are limited during the winter months. Older children give meanings to their marks, such as 'this is a big snake'. The childminder provides lots of relevant and specific praise. She encourages children to count

the snakes they have drawn and corrects their mistakes and models counting to five. This helps to promote children's understanding of number names and provides opportunities for children to count in their play.

All children thoroughly enjoy joining in with familiar rhymes and songs and even young children join in with actions and vocalisations. The childminder responds quickly to their verbal and non-verbal requests. For example, she repeats favourite songs when toddlers continue with the actions suggesting they want her to repeat the song. This demonstrates how she values children, which, effectively promotes their confidence and self-esteem. The two year progress check has been completed for all relevant children. Parents have been fully involved in the process and the childminder has given them information about activities they can do at home to ensure continuity in children's learning.

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

The childminder and her assistant consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, they have both completed a relevant first aid course and attended Child Protection training. All children are involved in regular fire evacuation drills, which develops their awareness of safe procedures to follow in the event of an emergency. She promotes their understanding of safety and dangers when out in the local community. For example, she talks to children daily about road safety and children are always encouraged to 'stop, look and listen' before they cross the road. She regularly reinforces the importance of not talking to strangers, which, further promotes children's awareness of dangers and how to keep themselves safe. Children have daily opportunities to be active, for example, they have access to the childminder's very well equipped garden. They also visit local parks, play areas and toddler groups to further develop their physical skills.

The childminder offers a highly stimulating and interesting learning environment. She provides a strong base for children's developing independence and exploration. All resources are easily accessible to all children and they have uninterrupted time to play and explore. The childminder helps prepare all children for the transition to the setting, they all have a 'transition plan' and she works closely with parents to ensure children settle well before starting. Children display very good behaviour, courtesy and consideration for others and the childminder provides them with a very positive role model. She skilfully motivates children through lots of praise and encouragement for their achievements.

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

Rigorous and effective systems for self-evaluation are in place. For example, the childminder uses the Ofsted self-evaluation tool and action plans to set challenging targets for improvement. She skilfully involves her assistant, the local authority advisor, parents and children to develop her already outstanding practice. Regular appraisal systems for her assistant are also in place; these are used to highlight training and development needs, ensuring continuing professional development. The childminder has completed

training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene.

The childminder has an excellent understanding of the educational programmes. Robust systems are in place to monitor children's learning and development, which, fully supports children to make exceptional progress towards the early learning goals. For example, 'going for goals' and 'weekly focus plans' clearly show how the childminder uses observations to plan an extremely fun and challenging learning experience for all children. 'Daily plan and evaluation sheets' are also completed and show how the childminder evaluates the activities she provides and how they meet the learning needs of all children. This ensures activities and resources continue to challenge children's progress across all areas of learning.

The childminder has an excellent understanding of her responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She works effectively to ensure a culture of safety is promoted and understood. For example, the childminder, her assistant and relevant family members have completed relevant checks to ensure they are safe to have contact with children. The childminder has developed an extensive range of written policies and procedures. These are successfully implemented and shared with parents and her assistant.

Daily diaries and learning journals provide parents with a wide range of information regarding children's care and learning needs. Parents comment that the 'children are always full of smiles, happy and content and very pleased'. They also state that the childminder 'always gives very clear concise reports, verbally and written, that are very helpful once home to know how children been through the day'. The childminder has robust systems in place to share relevant information with other providers and agencies to ensure continuity in children's learning and their individual needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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.
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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	EY298814
Local authority	Stockton on Tees
Inspection number	820186
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	16/12/2008

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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