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| Inspection date | 13/12/2012 |
| Previous inspection date | 20/07/2009 |

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| 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

- The childminder has a good understanding of how children learn. She supports all children to make good progress through providing a wide range of activities which capture their interest. Children are motivated and keen to learn in this inclusive and welcoming setting.
- Children have secure, trusting relationships with the childminder who is warm and caring. Consequently, they are settled and happy in the provision and growing in confidence.
- High standards of cleanliness are maintained and the childminder provides nutritious meals which children thoroughly enjoy. This promotes children's health and well-being.
- The childminder has a good understanding of her responsibilities with regards to child protection. Her home is safe with good steps taken to reduce potential dangers. Children are well safeguarded while in her care.

It is not yet outstanding because

- Parents are not given consistent opportunities to share information about their child's learning at home so this can be used to further consolidate children's learning at the setting.
- Written words, pictures and photographs showing events, objects and activities are not displayed to help children learn about words and further promote their communication and language 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 ground floor rooms.
- 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 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and her adult daughter and son in Ouston. All areas of the ground floor and the rear garden are used for childminding.

The childminder 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 and schools.

There are currently 16 children on roll, seven are in the early years age group who attend for a variety of sessions and nine are school-age children who attend before and after school. 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 share information about their child's learning at home and use this information to further enhance activity planning
- create an environment rich in print where children can learn about words, for example, using names, signs and posters and display pictures and photographs to prompt discussion to further promote children's communication and language skills.

Inspection judgements

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

Children are making good, and often very good progress in their development. They are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of learning. They are able to initiate their own play on occasions and maintain focus on their activity. The childminder knows the children very well and through discussion it is evident that she has a clear picture of their developmental stages and of how she can help them progress further. She has a good understanding of the Early Years Foundation Stage. She observes children and makes records of what she has seen them do so she can track their development. Next steps for their learning are identified to help with future planning.

Stimulating resources are readily accessible and are relevant to children's interests. Children confidently select from these and become very involved as they play with them. The childminder sensitively supports children's play, knowing when to intervene and when to sit back and let children take their own lead. Activities are interesting and fun and support children's learning across all areas. The childminder makes good use of community groups and facilities to complement activities she provides at her home. As well as giving children additional experiences, this allows them to play in larger groups which helps to prepare them for the next big step in their life, for example, starting nursery school or reception class. The childminder discusses children's progress, activities

and achievements with their parents and shares photographs and written records with them. However as yet, they are not consistently given the opportunity share information about their child's learning at home so this can be used to further enhance planning. Parents speak highly of the activities provided and of the progress their children are making in their development.

The childminder interacts well with the children. She explains things to them and asks them questions to make them think. They chat happily as they play and converse confidently with the childminder and familiar adults. They are a pleasure to watch as they play together. They are caring towards each other and are learning about the importance of sharing, making sure they all get to try on the princess headband. The childminder supports this by explaining the importance of being kind to each other and by being a good role model. They love music and dancing with the older children when they return from school. Their small muscle skills are developing extremely well. They successfully fit small jigsaw pieces together, use chalk to draw lines and circles and skilfully use glue spreaders when making their Christmas baubles. They enjoy looking at books and having stories read to them. Children play and learn in an environment that is stimulating and welcoming. However, there is scope to enhance this further by displaying written words, pictures and photographs showing events, objects and activities. This is so children can begin to learn about words and to prompt conversations and discussion to further promote their communication and language skills. Children have access to a wide range of materials, resources and sensory experiences and enthusiastically create wonderful artwork of which they are extremely proud. The childminder give children lots of specific praise. Consequently, they are developing in confidence and their self-esteem is good.

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

Children play happily in a warm and welcoming family home where they are valued as individuals. Parents speak highly of the childminder and of the environment provided by her. They make comments, such as 'the childminder embraces family values and combines this with early years learning which has only had a positive impact on our child's growth and education'. The children approach the childminder readily and with affection which is very much reciprocated. Effective settling-in procedures are in place to ensure a smooth transition from home to setting. Parents appreciate these very much and are reassured when their children settle quickly commenting, 'we are able to go to work and not worry, we know our child is safe'. The childminder and children work together to establish rules and boundaries so that all are kept safe and are happy. Behaviour is very good with even the youngest children remembering to say 'please' and 'thank you'.

Effective practices are in place to minimise the risk of cross-infection and to promote children's good health. The children learn to follow daily hygiene routines, such as regular hand washing and as they develop, independently do this themselves. High standards of cleanliness are maintained throughout the childminding areas. The childminder is very knowledgeable about diets and nutrition. Children benefit from a good range of healthy food at meal and snack times which promotes their growth and development. Both children and parents are very complimentary about the childminder's cooking. The children

declare that her homemade soup is 'the best' and parents say they wish they could stay for tea. Children have lots of space both indoors and outside to enjoy physical play as well as using facilities in the community. They walk to most places and are regular visitors to parks and soft play area and enjoy using ride on toys at the toddler groups. This helps to promote their physical well-being and development.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of local safeguarding procedures which means that she can act promptly should she be concerned about a child. Her home is a safe environment for children and she ensures that they are also safe when on outings or using community facilities. Risk assessments are fully documented to help her monitor potential risks. The required checks have been completed on the adults in the home to ensure they are suitable and children are appropriately supervised at all times. The childminder is also very clear about her role and responsibility in delivering the learning and development requirements which she does successfully. She has effective systems to monitor educational programmes and children's development to help ensure their continued good progress.

The childminder is dedicated, enthusiastic and keen to continually enhance her provision which is already of good quality. She has completed a level 3 qualification, attends training courses and workshops and works with advisors from the local authority in order to develop her provision further. The childminder reflects on and evaluates her practice. Parents and children are involved in this process and help to shape the provision.

Partnerships with parents are strong and contribute greatly to children's well-being. Feedback from them is extremely positive including comments, such as 'first class childminder' and 'we could not do without her'. Newsletters, diaries, text messages and verbal exchanges make sure parents are kept informed to help with continuity of care. Partnerships with other providers, such as the local nursery are good and benefit those children who attend these settings as well as the childminder's home. The childminder has obtained information about nursery topics so that she can complement these in her home. This helps to further promote children's learning.

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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|-------|-----------|-------------|

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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

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| Unique reference number | 550106 |
| Local authority | Durham |
| Inspection number | 819445 |

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| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 16 |
| Name of provider | |
| Date of previous inspection | 20/07/2009 |
| 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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